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# ENGLISH FOR SECRETARIES

*The Fundamentals of Correct Writing  
Applied to Correspondence*

BY

KATE M. MONRO

*Coauthor of "The Secretary's Handbook," "The Handbook of Social  
Correspondence," "Corrective Exercises in English," "English  
for American Youth," "The Book of Modern Letters"*

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McGRAW-HILL PUBLICATIONS IN BUSINESS EDUCATION

F. G. NICHOLS, *Consulting Editor*

*English for Secretaries*

*The quality of the materials used in the manufacture  
of this book is governed by continued postwar shortages.*

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## *Preface*

**E***nglish for Secretaries* is presented as a textbook on letter writing and on English usage as required in correspondence. It is intended especially for students in business schools and colleges who are preparing to become secretaries and planning to fill positions of responsibility that require a broad education as well as a definite knowledge of the special skills necessary for success in their chosen work.

A secretary must, of course, be able to write effective letters, correct in form and details and attractive in appearance. This book, therefore, provides explanations of many types of letters, business, semibusiness, official, and social—all of which a secretary may be called upon to write for her employer. It also includes numerous models and exercises which obviate the need for a workbook.

Since a basic requirement of good letter writing is a knowledge of such fundamentals as capitalization, punctuation, and grammar, rules for the use of these tools, with exercises and illustrations, are supplied so that students needing such aid may turn to these chapters for frequent drill and review.

A secretary must also be proficient in spelling, pronunciation, and the accurate use of words. For this purpose a chapter is devoted to dictionary study for which copious exercises are provided.

As the subject is limited to the secretarial field, instead of being extended in an attempt to cover the broader range of

business English, the author hopes that this book may prove especially valuable to students in secretarial courses and that it may furnish authority for disputed questions that often arise in business correspondence.

The author wishes to acknowledge the courtesy of the following companies in permitting the use of material: Sidney Edlund and Company for an article by Sidney and Mary Edlund; Harper & Brothers for a letter from *Letters of James Russell Lowell*; D. C. Heath and Company for a letter from *Correlated Dictation and Transcription*, by H. L. Forkner, A. O. Osborne, and J. E. O'Brien; Houghton Mifflin Company for a letter from *Life and Letters of Walter Hines Page*; Printers' Ink for material from an article entitled "Sales Letter Style"; Transcription Supervisors' Association of New York for their "Personality Chart"; and, for letters, Bonwit Teller, Inc.; The Business Education World; Hotel Dennis, Atlantic City, N. J.; The Waldorf-Astoria, New York.

The author also wishes to record her appreciation of valuable suggestions received from the following individuals: Edgar C. Earle, of the Katharine Gibbs School; Dr. Helen Reynolds, of New York University; Frances Sheridan, of Haaren High School, New York; Robert Lawrence Stevenson, of The United States Trust Company; and especially Sarah Augusta Taintor, author and teacher, whose encouragement made this book possible.

KATE M. MONRO.

NEW YORK,  
October, 1943.

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## *Editor's Introduction*

IT HAS been said that "words are the stenographer's stock in trade." In this comment *sentence structure* might have been added. At the secretarial level one could include also *basic principles of good letter writing*. It is doubtful whether any other calling demands a more thoroughgoing grounding in the structural elements of good English. Therefore, it is not necessarily a criticism of general English courses to say that they do not provide this groundwork for those who will enter the secretarial field. To do so doubtless would deprive such courses of emphases quite as important for other students.

The general business English course may be made to provide the specialized training needed by secretaries; but this course when taken by *all* business students should not be too highly specialized, since the occupational needs of accountants, sales-people, personnel directors, executives, and others doubtless are quite different from those of the secretary. To concentrate on the English needed by the latter would be to neglect aspects of English needed by the former. To provide for each specialization in a general course would unduly extend the course and force each group to specialize beyond the requirements of its occupational objective.

Thus it seems clear that the kind and degree of specializa-

tion required for secretarial work should, in most cases, be provided as an integral part of secretarial training, and not in general English or business English courses. It is from this point of view that this text has been written.

Basic principles of English are presented in attractive form. Adequate practice is required. Such practice is provided within the framework of good letter writing, thus assuring carry-over into the work of the secretary on her job.

The author recognizes the obvious fact that in *writing* business letters a secretary needs technical knowledge beyond the normal needs of others. She also is aware of the less obvious need for this training in the *transcription* of letters dictated by others. Rarely does a dictated letter reach the secretary in exactly the form in which it should go out. In the stress of dictation little slips are made by many dictators, and occasionally even big ones by the best of dictators. It is the secretary's job to polish each letter off so that as it goes out it is not only factually accurate and technically correct, but also structurally attractive. Often excellence in this aspect of secretarial work is the most effective means of attracting the notice of executives on whom promotions depend.

Enrichment of vocabulary is quite as important as is the mastery of shorthand or of secretarial techniques. Therefore, word study is stressed throughout this text.

While basic English and vocabulary work are given the prominence they deserve, the fundamentals of good letters in the usual fields of business correspondence are presented effectively for study and practice, along with other written matter with which the secretary has to deal, including the writing of abstracts, outlines, manuscripts, minutes, and personal notes.

The success of a novice in this field may depend largely on the mastery of material such as this text includes. Such mastery requires intensive study and practice; hence, the obvious importance of a specialized text that makes both possible.

FREDERICK G. NICHOLS.

CAMBRIDGE, MASS.

*October, 1943.*



# *Part One*

## CHAPTER I

### The Secretary

**The Appeal of Secretarial Work.** Secretarial work appeals strongly to students, particularly to girls. Its popularity, no doubt, springs from a desire to select a vocation that is varied and challenging, whose outlook appears less drab and monotonous than that of many other lines of work, and whose future presents unusual opportunities for both social and business contacts and for rapid advancement.

The chief explanation for the appeal of this work probably may be found in the diversity of the occupations with which a secretary may ally herself. She may become social secretary to an individual, executive secretary, medical secretary, secretary in a law office, in a business office, or in a civic or charitable organization. Not only may these positions be of interest in themselves, but for the alert, progressive person they may lead to wider opportunities in the firm with which the secretary is connected, in larger corporations, or in a business of her own. With so many subdivisions of industry, finance, social service, and education to choose from, the prospective secretary should be able to select at least one that would prove attractive to her.

**Definition of Secretary.** The word *secretary*, derived from the Latin *secretarius*, means confidential officer. In fact, the foremost requisite of the secretary is that she should enjoy the confidence of her employer and that he should trust her to be his representative. Although the distinction between *secretary* and *stenographer* is not always clearly drawn, it is generally assumed that the secretary is distinguished by the importance of the duties she performs. She holds such a title because her knowledge, skill, and personality set her above the clerical grade.

**The Duties of a Secretary.** The duties of a secretary are, of course, affected by the organization of which she is a part. They are also affected by the personality and by the responsibilities of her employer. Since, then, both the type of her work and the characteristics of her chief proscribe her duties, it would seem impossible to list these with any hope of accuracy. Many attempts to do so have failed because they were studies of activities of office workers in general rather than of secretaries. However, an analysis of the duties of the private secretary made by Professor Frederick G. Nichols<sup>1</sup> of Harvard University, under the sponsorship of the American Institute of Secretaries, avoids these pitfalls and presents a scientific investigation. This analysis was constructed by selecting from a variety of sources, such as printed articles, literature on the subject, and reports of investigations, a list of thirty-five duties. This list was sent to secretaries and employers who were asked to "indicate the rank order of these duties by assigning to each a number according to its importance." The following list shows the result of this analysis.

<sup>1</sup> NICHOLS, F. G. *The Personal Secretary*. Cambridge, Harvard University Press.

## MAJOR SECRETARIAL DUTIES—COMBINED JUDGMENT OF SECRETARIES AND EMPLOYERS

- |  |                                    |
|--|------------------------------------|
| 1. Take dictation                        | 11. Organize files and systems     |
| 2. Transcribe shorthand notes            | 12. Take care of personal accounts |
| 3. Handle callers                        | 13. Consult reference books        |
| 4. Write original letters                | 14. Make appointments              |
| 5. Organize facts                        | 15. Do banking for employer        |
| 6. Answer letters                        | 16. Write up minutes of meeting    |
| 7. Organize office routine               | 17. Supervise clerical workers     |
| 8. Note information on letters           | 18. Dictate letters                |
| 9. Handle incoming mail                  | 19. Take care of follow-up files   |
| 10. Read and release letters for mailing | 20. Operate card index             |
|  | 21. Prepare reports                |

**Education of the Secretary.** Since a secretary's education must fit her for such duties as those already listed, she must be proficient in certain specific subjects, such as typing, stenography, filing, and the use of business machines and equipment, as they are part of her trade. But, in addition to these, she must be grounded in the fundamentals of English—grammar, capitalization, punctuation, and spelling. Because of the fact that for such fundamentals there is definite, established usage, ignorance of them or carelessness in the application of them brings discredit upon both the secretary and her employer. Since one of the most important duties of a secretary is letter writing, which requires correctness in these essentials, no person without a knowledge of them can rise above the level of a clerical worker.

A secretary not only must know such requirements of technical English, but she must know how to write clear, concise, fluent sentences. This is usually an acquired skill, developed from acquaintance with good usage and from practice in writing. That one can learn to write only by writing is a truism that every secretary finally comes to

appreciate. Because this is so, the prospective secretary must, like any other apprentice, practice her trade until she has mastered it and has learned to express herself effectively.

The acquisition of an extensive vocabulary is another essential of the secretary's education. By a colorful adjective, by a precise use of words, by an arresting phrase, she may lift her letters above the ordinary level and make them convey the exact shade of meaning intended. It goes without saying that reading furnishes one of the best means of increasing one's vocabulary. Although books, magazines, and newspapers are read primarily for enjoyment, recreation, and ideas, their by-product will be an improved vocabulary.

Closely linked with the ability to use English effectively is a knowledge of a foreign language, an asset to a secretary not only in itself, but also as an aid to her understanding of English words. To cite but one example, the secretary who has studied Latin will be able through her knowledge of prefixes to distinguish between such words as *biennial* and *semiannual*, *emigration* and *immigration*, *interstate* and *intrastate*.

Since a secretary may often have to act as librarian in an office library and since she often may be required to collect material for speeches for her employer and to make abstracts and reports, she should know the facilities afforded by the public library and be able to make effective use of the reference books found there.

Because receiving callers and representing her chief in many capacities are likewise duties that the secretary is likely to be called upon to perform, she should consider an acquaintance with accepted social forms not simply a social asset, but also a practical part of her education. How to make introductions, how to write and answer both formal

and informal notes, how to acquit herself creditably at social functions or to supervise them, how to speak in a clear and pleasing voice should be part of her training.

Probably no student can achieve perfection in all the requirements suggested in the preceding pages, but such educational standards may well be her aim, the attainment of which would produce the ideal secretary.

**Steppingstones to Secretarial Positions.** That the graduate of a secretarial course seldom steps immediately into a full secretarial position without having acquired some experience to supplement her education is reasonable and understandable. The following table<sup>1</sup> lists occupations that have been found most important in providing this experience.

Occupations	Number of Secretaries Who Have Held Such Positions
Stenographer . . . . .	164
Correspondent . . . . .	33
Assistant to private secretary . . . . .	20
Statistical clerk . . . . .	22
Bookkeeper . . . . .	17
Dictating machine operator . . . . .	15
Personnel clerk . . . . .	14
Typist . . . . .	14
File clerk . . . . .	13

### *Tentative Conclusions*<sup>1</sup>

1. The office position most frequently used as a steppingstone to a secretarial position is stenographer.
2. Stenographic experience, while not necessarily essential to the achievement of secretarial status, is most likely to lead in that direction.
3. Some private secretarial positions are filled by inexperienced graduates of secretarial schools.

<sup>1</sup> Adapted from Nichols, Frederick G. *The Personal Secretary*. Cambridge, Harvard University Press.

## English for Secretaries

RELATIVE IMPORTANCE OF PERSONAL TRAITS AS RANKED  
BY SECRETARIES AND EMPLOYERS

Relatively Important Traits			
Primary		Secondary	
Intelligence	S & E <sup>1</sup>	Courtesy	S & E
Accuracy	S & E	Alertness	E <sup>3</sup>
Personality	S & E	Faithfulness	E
Judgment	S & E	Resourcefulness	E
Efficiency	S & E	Adaptability	E
Loyalty	S & E	Memory	E
Adaptability	S <sup>2</sup>	Executive ability	E
Executive ability	S	Tact	S
		Poise	S
		Initiative	
Relatively Unimportant Traits			
Doubtful		Negligible	
Independent Value		Independent Value	
Independence	S & E	Objectivity	S & E
Responsibleness	S & E	Originality	S & E
Concentration	S & E	Thoughtfulness	S & E
Cooperativeness	S & E	Humor	S & E
Systematic	S & E	Unselfishness	S & E
Alertness	S	Enthusiasm	S
Ambition	S	Perseverance	S
Resourcefulness	S	Quickness	S
Discretion	E	Even temper	S
Versatility	E	Versatility	S
Even temper	E	Organizing ability	E
Perseverance	E		
Enthusiasm	E		
Quickness	E		
Tact	E		
Memory	S		
Organizing ability	S		
Poise	S		

<sup>1</sup> So rated by both secretaries and employers.<sup>2</sup> So rated by secretaries only.<sup>3</sup> So rated by employers only.

**Personal Traits.** Although her duties are affected by the nature of her employment—business, social, civic, or professional—and also by the character and responsibilities of her chief, there are certain personal traits that are desirable for all secretaries. Again in *The Personal Secretary* Professor Nichols gives the result of his systematic analysis of this subject based upon a questionnaire submitted to employers and to secretaries. The summary of his investigation is tabulated on the opposite page and analyzed below.

#### TENTATIVE CONCLUSIONS

As ranked by both secretaries and employers, the following personal traits are essential to successful functioning in a private secretarial position:

*Intelligence*—Keen; high native intelligence; orderly mind.

*Accuracy*—Not in details alone, but in everything she does.

Alertness—To sense true import of situations; to anticipate needs; foresight.

Memory—For details, names, faces, places, etc.; exceptionally retentive.

*Personality*—Appearance, health, manner, etc.

Courtesy—Innate; habitually courteous; especially in dealing with people outside the organization; the kind that creates good will.

Tact—In dealing with people under trying circumstances—subordinates, coördinates, superiors, and employer's clientele.

Poise—Self-control under stress. Not easily disturbed or thrown off balance by the unexpected.

Adaptability—Ability to adjust to her employer's attitudes and whims without becoming subservient.

*Judgment*—In handling people and situations. Deciding how and when to do things. Able to distinguish personal and business affairs of her chief.

*Efficiency*—Not only in handling details, but in handling more difficult tasks without waste of time or energy.

*Alertness*—To sense true import of situations; to anticipate needs; foresight.

*Resourcefulness*—Ability to meet emergencies; never at a loss to know what to do or say in difficult situations.

*Adaptability*—Ability to adjust to her employer's attitudes and whims without becoming subservient.

*Loyalty*—Able to give high degree of loyalty to her chief and his business.

*Faithfulness*—Especially in carrying out instructions and in looking after her employer's interests.

*Executive Ability*—Not only in directing detail work but in acting directly for, or in place of, her chief.

*Initiative*—Does not have to be told what to do; goes ahead with her work unhesitatingly.

## EXERCISES

A. Examine the following personality chart to discover the qualities that the Transcription Supervisors' Association of New York City deems important for a business girl.

### I. APPEARANCE

### EXPLANATION

#### A. Wearing apparel

- |                 |  |
|-----------------|--|
| 1. Coat or suit | 1. Of conservative cut and color.  |
| 2. Dress        | 2. Of conservative cut and color. Modish but not extreme as to length of skirt and sleeve and as to depth of neckline. Even as to hemline. |
| 3. Accessories  | 3. Immaculate. Free from rip and tear. Feminine.   |
| 4. Hat          | 4. Modish and becoming but not rakish or bizarre.  |
| 5. Shoes        | 5. Clean. Straight of heel. Conservative. (Fragmentary heels and toes in poor taste.)  |

## 6. Jewelry

6. Appropriate to the costume. Unobstructive.

## 7. Restraining garments

7. Girdle, brassiere, etc., when necessary.

## B. Personal grooming

### 1. Hair

1. Clean, vital, neat, suitably coiffed for daytime wear. Of natural color.

### 2. Skin

2. Clean and clear.

### 3. Brows

3. Following the natural lines.

### 4. Teeth

4. Free from stain.

### 5. Nails

5. Well tended. Free from nicotine or other stain. Restrained tinting permissible if desired.

## 6. Make-up

6. Restrained. Suited to daytime wear and to one's natural coloring.

## C. Posture

### 1. Carriage

1. Body erect. Shoulders back.

### 2. Walk

2. Toes in. Step light and springy.

### 3. Hands

3. Quiet. Avoidance of swinging in wide arc on walking.

## II. SPEECH

### A. Voice

#### Timbre

Pleasant. Well modulated.

### B. Diction

#### Vocabulary

Clearly enunciated. Restricted to accepted usage. Absence of slang or colloquialisms.

## III. HEALTH

### A. Vigor

#### 1. Energy

1. Acquired by balanced diet, rest, and recreation.

#### 2. Stamina

2. Giving capacity for sustained effort.

#### 3. Emotional stability

3. Self-possession and control under ordinary circumstances and under pressure.

## IV. ATTITUDE

### A. Toward the job

#### 1. Alertness

1. Indicating an intelligent curiosity.

#### 2. Enthusiasm

2. At all times.

#### 3. Objectivity

3. Ability to view the job as dissociated from personalities in it. Ability to accept criticism and praise constructively.

**B. Toward fellow workers**

- |                    |   |
|--------------------|---|
| 1. Courtesy        | 1. Under any and all provocation.   |
| 2. Considerateness | 2. Of the opinions, preferences, idiosyncrasies, and limitations of others, with disregard for idle gossip. |
| 3. Cooperativeness | 3. With subordinates and superiors.   |

**V. CHARACTER ATTRIBUTES****A. Dependability**

- |                    |   |
|--------------------|---|
| 1. Trustworthiness | 1. In one's entire professional relationship with fellow workers. In one's willingness to "follow through" a piece of work to its satisfactory conclusion. Integrity. |
| 2. Discretion      | 2. In the handling of confidential information.   |
| 3. Punctiliousness | 3. In the carrying out, without supervision, of company rules and regulations.  |

**B. Discuss** the following topics. Then, by reading some of the books listed at the end of this chapter or other books, compile sufficient information on one of these topics to write a theme of about three hundred words on that subject. Introduce examples to illustrate your point of view.

1. Three qualities indispensable for a successful secretary
2. The secretary's appearance
3. The manners of an ideal secretary
4. Three ways in which a secretary may increase her fund of general information
5. Educational requirements for an office secretary, a social secretary, a medical secretary, or a secretary in some other specialized branch
6. The secretary's voice and speech
7. The attitude of the secretary toward her work
8. The attitude of the secretary toward the people with whom she works
9. Recognizing one's own limitations
10. Adapting oneself to the peculiarities of one's employer
11. Why a secretary should understand the business in which she is employed

12. The advantages and disadvantages of secretarial work in regard to opportunities for advancement, working hours and conditions, salary, and vacations

13. How a secretary can develop her personality

14. How a secretary may keep herself physically fit, although her work may be largely sedentary

15. Why more clerical workers are discharged because of character and personality difficulties than because of lack of ability

16. Why the failure to secure and hold a job rests upon personality

17. Why it is that "every business student needs to study not only what to do and how to do it, but also how to tell it"

18. Why skill unaccompanied by a high degree of intelligence and a good background of general information usually ends in a blind-alley job

19. Routine duties, such as handling the mail, filing correspondence, answering the telephone, supervising an office, meeting callers

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## CHAPTER II

# The Form of the Business Letter

**A**S MOST business houses have their own stationery with letterheads varying in form and paper varying in size, they may prefer different arrangements for their letter pictures. It is, therefore, advisable for each company to standardize its letter forms and to have them clearly understood by typists and secretaries. Such uniformity promotes speed and efficiency and makes for better appearance.

No absolute rules for forms for all letters can be laid down, but certain general principles should be mastered. Then variations may be made without violating accepted styles.

### THE PARTS OF A BUSINESS LETTER

1. Heading
  - a. Place
  - b. Date
  - c. Reference line (supplied if needed)
2. Inside address
  - a. Name of correspondent (with title or position)
  - b. Address of correspondent
  - c. Attention line (supplied if needed)
3. Salutation
4. Subject line (supplied if needed)
5. Body of letter
6. Complimentary closing
7. Signature
  - a. Name of firm (unless individual responsibility is intended)
  - b. Name of individual (written)
  - c. Name of individual (typed)
  - d. Title of individual

8. Miscellaneous details at close of letter
  - a. Identification and stenographic reference
  - b. Enclosure notations
  - c. Copy notations
  - d. Mail notations

#### THE HEADING

**Letterheads.** Letterheads are representatives of their organizations. They carry to correspondents necessary information: the name, the address, the telephone number, and the character of the company. They may also include the cable address, names and titles of offices, the location of branches, pictures of commodities, and other data considered important.

The information given in the letterhead with its style of engraving or printing, together with the color, shape, size, and quality of the stationery, affects the correspondent favorably or unfavorably before he begins to read the letter message. Business houses, therefore, regard these details as a kind of advertisement well worth the expenditure of much thought and money.

**Written Headings.** When the stationery used bears no letterhead, the heading should be written in the following order: (1) the street, (2) the city and the state, (3) the date. These items should be placed at the upper right-hand side of the sheet at least an inch and a half from the top of the paper, with a right-hand margin of about one and one-quarter inches for a full-page letter and wider margin for a short letter. Block or indented form may be used. With the block style, open punctuation, *i.e.*, no punctuation at the ends of lines, is more common; with the indented, either open or closed punctuation may be used, with the open growing in popularity.

## EXERCISE

Bring to class examples of letterheads and examine these, keeping in mind the following questions and suggestions:

1. Are they attractive? Why?
2. Do they contain too much information to be attractive?
3. Are they suitable for the type of company or for the commodity they represent?
4. Do they suggest dignity, exclusiveness, reliability, distinction, or some other quality? If so, how?
5. What class of patrons are they designed to attract? Give reasons for your answer.
6. Compare the placement of date lines.
7. Compare letterheads for their attractiveness, their impression on the correspondent, and their appropriateness for the company they represent.
8. What abbreviations do you find in letterheads?
9. Where is the date line usually found?
10. What variations do you find in the placement of the date line?
11. What two purposes does a letter heading serve?
12. What have you observed regarding the punctuation used in printed or engraved letterheads?

**The Date Line.** The date line, which is part of the heading, is usually placed in letters of ordinary length five lines or more below the letterhead so that the last figure of the date is one and one-quarter inches from the right-hand margin. In a shorter letter with wider margins, the date line is written nearer the center. Some firms prefer the date line centered two or three spaces below the letterhead. Any of these placements is acceptable, with the first method having the preference. The month should be spelled out in full, January 1, 1943, not Jan. 1, '43 or 1/1/43. Occasionally, to give the letter picture an unusual appearance for better balance, the date line is placed on the left of the page above and in line with the inside address. This form, however, is so

uncommon that a secretary should not use it unless given special directions to do so.

*Examples of Acceptable Written Headings*

Block form with open punctuation:

40 East Tenth Street  
New York, N. Y.  
January 5, 19—

Indented form with open punctuation:

20 Maple Street  
Biddleford, Maine  
July 4, 19—

Indented form with closed punctuation (used more in social than in business correspondence):

Grove City College,  
Grove City, Pa.,  
July 5, 19—.

Other data are sometimes substituted for the name of the street:

Nantucket Cottage Hospital  
Nantucket, Mass.

Vassar College  
Poughkeepsie, N. Y.

R. F. D. 3  
Sebago Lake, Maine

Post-Office Box 45  
Nashville, Tenn.

Headings sometimes contain even more definite information, such as a room number or the name of a special building or department. In such cases three lines are used:

Room 121, The Franklin Building  
27 Cedar Street  
New Haven, Conn.

**The Reference Line.** For convenience some organizations use a line containing a file reference or a request that the recipient refer in his answer to a particular department or person. In answering, the recipient should comply with this request and include the reference. This line may be written in any of the following positions:

(1)

1317 Sixth Street, S.E.  
Minneapolis, Minnesota  
January 3, 19—

File No. K-5968

(2)

Third Central Bank  
Third and Central Streets  
Memphis, Tenn.

In your reply please refer to M. P. Fenton

Gentlemen:

(3)

Third Central Bank  
Third and Central Streets  
Memphis, Tenn.

Gentlemen:

In replying, please refer to Adjustment Dept.

(4)

Third Central Bank  
Third and Central Streets  
Memphis, Tennessee

Gentlemen: Your reference: R. T. Cox (3-12)

## THE INSIDE ADDRESS

The inside address consists of the name and the address of the individual or the company to whom the letter is to be sent. In business letters it is placed from three to six spaces below the date line, depending on the length of the letter, and about one and one-quarter inches from the left-hand edge margin. In shorter letters the margin is, of course, wider. Both sides of the letter should have approximately the same margin. The inside address, which should be three lines or more, is usually written in single spacing regardless of the style used in the body of the letter, but it is correct to use double spacing if the body of the letter is also in double spacing.

**Punctuation.** The punctuation of the inside address should be consistent with the heading if this is a typed or a written heading, not a printed or an engraved letterhead. If open punctuation is used in such a heading, it must be used in the inside address. If closed punctuation is used in the heading, the name of the addressee and the street in the inside address must be followed by commas, the state by a period. The latter form is much less frequently used than formerly.

**Abbreviations in the Heading and in the Inside Address.** In general, abbreviations should be avoided in headings. There are, however, a few cases in which the abbreviated form is allowable or preferred.

1. The name of any state may or may not be abbreviated, except Idaho, Iowa, Maine, Ohio, and Utah, which should always be spelled out. (See pages 281 and 282 for correct abbreviations of states.)

2. When a business organization uses in its letterhead the ampersand (&) or the abbreviations *Co.*, *Inc.*, *Apts.*, *Bldg.*, or other abbreviated forms, the correspondent should use the same forms in the inside address.

3. For the sake of attractive spacing, an unusually long line may contain abbreviations, as *Ave.*, *Blvd.*, *St.*, *S.W.*, *N.E.*

**Names of Numbered Streets.** Street names when designated by simple numbers should be spelled out in the heading and in the inside address, as *Fifth Avenue*, not *5th Avenue*. Street names, however, when designated by compound numbers are usually written in figures, as *East 117 Street* or *East 117th Street*. Some business houses prefer street numbers up to and including one hundred written out, as *Seventy-second Street* or *Seventy Second Street*. These forms, however, occur more frequently in formal or social correspondence than in business letters.

**The Attention Line.** When a writer wishes to bring his letter to the attention of a particular member of an organization, he may do so by using the attention line. *Attention of* or *Attention* may be written followed by the name and by the position of the recipient if it is known to the writer; but, if the line so written would be too long for attractive appearance, *Attention* may be omitted and the official position of the recipient may be placed below his name.

The attention line does not affect the salutation, which should be plural to correspond with the name of the firm as given in the inside address.

The attention line may be placed in any of the positions illustrated in the following examples:

(1)

Written two lines above the salutation flush with the left-hand margin:

John Wanamaker (a company name)  
Broadway at Ninth Street  
New York City

Attention of Mr. Herbert Johnson

Gentlemen:

(2)

Centered two lines above the salutation:

Mitchell & Company  
833 South LaSalle Street  
Chicago, Illinois

Attention: Mr. Archibald R. Brookfield  
Sales Promotion Manager

Gentlemen:

(3)

Written on a line with the salutation:

The Elite Hat Shoppe  
425 Boylston Street  
Boston, Mass.

Ladies: Attention: Miss Edith Boynton, Manager

(4)

Centered two lines below the salutation:

The H. W. Wilson Company  
950 University Avenue  
New York, N. Y.

Gentlemen:

Miss Dorothy E. Cook  
Managing Editor, Standard Catalog Series

(5)

Allowable but infrequently written two lines below the salutation flush with the left-hand margin

Indiana University  
Bloomington  
Indiana

Gentlemen:

Attention of the Registrar

**Names and Titles of Individuals.** The secretary must note the signature of a correspondent to be sure of the spelling of his name and whether he has used initials or Christian names. Titles with initials or the Christian names must be used in the inside address.

*Correct:* Mr. Anthony P. Simpson

*Incorrect:* Anthony P. Simpson

*Incorrect:* Mr. Simpson

### *Women.*

*Miss*, the title for an unmarried woman, requires no period, as it is not an abbreviation. When the writer is uncertain whether the addressee is married or not, *Miss* is the correct title to use.

*Mrs.*, the title of a married woman, is used with the husband's name, as *Mrs. Philip Kelly*. Today many women prefer to use their own names in business or professional life, as *Mrs. Anna Kelly*. This form is not correct in social correspondence, except in the case of a divorced woman. Today a widow usually retains her husband's name and is addressed as *Mrs. Arthur Brown*, rather than *Mrs. Catherine Brown*.

A woman who has a title, such as *doctor*, *dean*, or *professor*, may be addressed, in business correspondence, by her title, instead of as *Miss* or *Mrs.* In social correspondence, however, women usually do not use their professional titles.

A divorced woman has the choice of assuming her maiden name with or without *Mrs.*, as, *Miss Jean Harrison* or *Mrs. Jean Harrison*. She may use her husband's surname with *Miss* or *Mrs.*, as, *Miss Jean Kelly* or *Mrs. Jean Kelly*, but she must not use her former title, as, *Mrs. Andrew Kelly*. Socially she would usually be known as *Mrs. Harrison Kelly*. In writing to a divorced woman, therefore, it is advisable to find out, if possible, the title she prefers.

### *Men.*

*Mr.* is the title used for a man if no other title is known. If he is a doctor, the title *Dr.* is correct; if a clergyman or a priest, *Reverend* is correct; if a professor, the word *Professor* may be used in place of *Mr.*

*Esquire*, used very little in business letters in the United States, is never written when *Mr.* precedes the name.

*Correct:* John Dalton, Esq.

*Incorrect:* Mr. John Dalton, Esq.

**Business Titles.** A business title, such as *President*, *Treasurer*, *Manager*, is usually written on the line with the name, but it may be placed with the name of the firm if the appearance of the inside address or the envelope address is thus improved. Business titles never precede the name.

*Correct:* Mr. Henry Horton, President  
Horton Paint Company

*Correct:* Mr. Henry Horton  
President, Horton Paint Company

*Incorrect:* President Henry Horton  
Horton Paint Company

**Professional Titles.** The professional title, unlike a business title, may precede the name. The title *Reverend* must not be used directly before the surname but must always be followed by a given name or by initials on an envelope or in the inside address. In referring to a clergyman, however, it is allowable to write in the body of the letter or to say *The Reverend Mr. Morse* or *The Reverend Dr. Morse*.

Dr. Ernestine Gray  
Professor John Baker (or Dr. John Baker), Professor of Chemistry  
Dean Philip Brown  
The Reverend Thomas O'Brien

Two titles that have the same meaning should not be used with a name.

*Correct:* Dr. Murray Johnson  
*Correct:* Murray Johnson, M. D.  
*Incorrect:* Dr. Murray Johnson, M. D.

Two titles, when they do not mean the same but when one adds new information, may both be used.

Mr. William Mann  
Principal of Exville High School  
The Reverend Alexander Morse, D. D.  
Dr. Anna Littleton  
Dean, Exville College

**For Letters to Business Organizations.** In writing the inside address in letters to business organizations, the name must be written as it appears on the company's stationery. If it occurs as *Ralph M. Smith and Company*, it must be so

written, not as *Ralph M. Smith & Co.* or *R. M. Smith & Co.* or *Smith & Co.*

*The Use of Messrs.* The plural of *Mr.*, *Messrs.*, an abbreviation of *messieurs*, is correctly used before the names of members of professional firms, as those composed of lawyers and architects.

*Correct:* Messrs. Howard and Jackson (Lawyers)

*Correct:* Messrs. Peters & Collins (Architects)

Do not use *Messrs.* in addressing a business organization.

*Correct:* Brown and Jones Company

*Incorrect:* Messrs. Brown and Jones Company

*Correct:* S. L. Morris & Co.

*Incorrect:* Messrs. S. L. Morris & Co.

*Correct:* Lord & Taylor

*Incorrect:* Messrs. Lord & Taylor

### EXERCISE

Suppose that the terms below occurred in the inside addresses of letters. Write on your answer paper in regard to them

A. The number of each correct item

B. A correct form for each incorrect item

1. Chairman C. C. Hayes
2. C. C. Hayes, Chairman
3. Dr. Ralph Dawson, M. D.
4. Rev. Maxwell
5. The Reverend Edward Lawrence
6. Reverend Thomas Bailey, D. D.
7. Mr. Ivan Perkins, Esq.
8. Mr. Horace Miller, A. B.
9. Professor Esther Taylor, B. S.
10. Hon. Lloyd Overman, A. M.
11. Roy P. Barnes
12. Messrs. Reliable Safe Co.
13. Messrs. Alexander and Frost (Lawyers)

14. Messrs. Park & Hanley, Inc.
15. Treasurer B. Cohen  
Reliable Rug Co.
16. B. Bloomfield, President  
Reliable Rug Co.
17. The Honorable Shields (a Mayor)
18. Dr. James Sinclair, Director  
Community Health Association
19. Mrs. Roberta Price  
Secretary to the Mayor
20. Mrs. William Scott  
President of the Soroptomist Club
21. Mr. Alston Jones, Principal  
Exville High School
22. Douglas McIntosh  
Principal, Exville High School
23. Dr. H. P. Barnhart  
Superintendent of Schools
24. Superintendent L. M. Knox
25. Commander John Doe  
U. S. Coast Guard

## THE SALUTATION

The following are acceptable forms for business letters.

### *To Individuals:*

*Dear Mr. (or Mrs. or Miss) Brown:* This is informal American usage.

*My dear Mr. (or Mrs. or Miss) Brown:* This is formal American usage.

*Dear (or My dear) Mr. and Mrs. Brown:* This order is followed in addressing a husband and wife.

*Dear Sir (or Madam):* This salutation is used less often than formerly, as it lacks the individuality and friendliness suggested by the use of a name. The word *Madam* is cor-

rectly used for both married and unmarried women. The word *Miss* should not be used unless followed by a surname.

*My dear Sir* (or *Madam*): This is an even more formal salutation sometimes used by business firms when no previous contact has been made with the correspondent, but more often used in government correspondence.

*Sir* (or *Madam*): This is the most formal salutation. It is used chiefly in correspondence with government officials, such as The President of the United States, Members of the Supreme Court, Cabinet Members, Senators, and Representatives.

Care should be taken to address first in the salutation the individual who appears first in the inside address.

*Dear* (or *My dear*) *Madam and Sir*: This order is followed in addressing a mother and son.

*Gentlemen and Dear Madam*: (Mr. Peter Jones)  
(Mr. Robert Jones)  
(Miss Mary Jones)

*Dear Madam and Gentlemen*: (Miss Mary Jones)  
(Mr. Robert Jones)  
(Mr. Peter Jones)

*Mesdames and Dear Sir*: (Miss Mary Jones)  
(Miss Jane Jones)  
(Mr. Peter Jones)

*Gentlemen and Mesdames*: (John Jones & Co.)  
(Mrs. Peter Jones)  
(Mrs. Robert Jones)

*To Organizations*:

*Gentlemen*: This salutation is used in business letters addressed to an organization composed of men or where the writer is uncertain whether the organization is composed of men or women.

*Mesdames:* or *Ladies:* Either of these salutations is used in addressing two or more women or an organization composed of women.

*Ladies and Gentlemen:* This salutation is frequently used in addressing an organization composed of both women and men when it is known that membership is composed of both. For instance, in writing to an association of teachers made up of both women and men, the salutation might be either *Ladies and Gentlemen* or *Gentlemen*.

### THE SUBJECT LINE

The subject line states briefly the topic about which the letter is to be written. It may be centered above or below the salutation or on a line with the salutation. The word *Subject* may or may not be used.

Subject: *Chicago Wheat Shipments*  
Re: *Chicago Wheat Shipments*  
*Chicago Wheat Shipments*

### THE BODY OF THE LETTER

The most important part of the letter is the body, as it contains the message, the whole purpose of writing. The message itself is often dictated, but the mechanical make-up usually rests with the secretary. It is, therefore, important for the typist to consider the following suggestions:

1. The first paragraph should be separated from the salutation by double spacing.

2. All single-spaced letters should have double space separating all parts of the letter.

3. The body of the letter may be block or indented without respect to the form used in the inside address.

4. If single spacing is used in the inside address, either double or single spacing may be used in the body of the letter. This usually depends on the length of the letter.

5. If indented paragraphing is used, the first word of each paragraph should be indented five or ten spaces from the marginal line. Five-space indentation is more usual.

6. Tabulated material or other inserts should be centered and written in single spacing with double spacing above and below.

7. Paragraphs should be varied in length. Short paragraphs, as they are more attractive in appearance and easier to read, are usually preferable to long paragraphs; but as paragraphing depends primarily on material and not on appearance, material that belongs together should be so placed.

8. On the second and succeeding pages in a typewritten letter, the name or the initials of the person addressed must be placed at the left-hand margin approximately one inch from the top of the page if no letterhead is used. Page numbers may be placed directly below the name of the addressee or in the center. The date on each page should be placed at the right on the same line as the addressee. Never carry over a single line of the body of the letter to a new page or place only complimentary close and signature on a new page. At least three lines of the letter should be typed on the new page.

**Margins.** Since the first thing that impresses a correspondent when he opens a letter is its appearance, that appearance should be carefully planned. To produce an attractive impression, nothing is more important than regard for the white space that forms a setting for the typed words. Because paper is not always uniform in size, letter-

heads are not always placed similarly on stationery; and as letters differ in length, no absolute rules for the width of the margins can be laid down; but certain suggestions regarding them may help the typist to create an impression of balance and proportion, the effect she should strive to produce.

On paper bearing a letterhead, the margin between the top of the paper and the first typewritten item should be

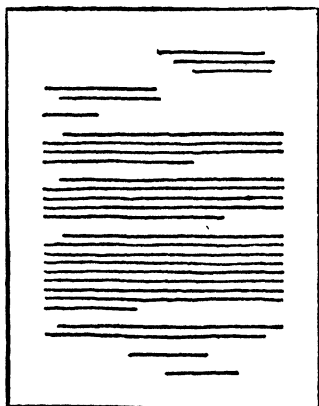


FIG. 1.

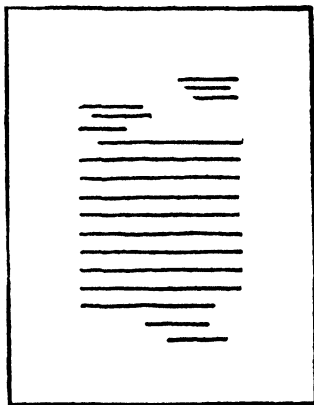


FIG. 2.

somewhat wider than that at the bottom of the page. The bottom margin on a one-page letter should be about one and one-half times as wide as the side margins. In a two-page letter, it should be about an inch wide. The width of all margins, however, differs with the length of the letter. For the short letter wider margins are required than for the long letter. The common fault of writing a short letter with narrow top and side margins destroys the impression of balance and proportion every attractive letter should typify. The side margins therefore vary with the length of the

letter, being wider for the short letter. They should be approximately the same in width, the left-hand one straight, the right-hand one as even as possible with a minimum of words divided at the ends of lines.

#### THE COMPLIMENTARY CLOSING

The complimentary closing may begin about halfway between the left and right margins or in a line with the heading when that is handwritten. Its placement depends somewhat on the length of the writer's name. When the name is long, it is advisable to begin the complimentary closing farther to the left than when the name is short. Double spacing should be used between the complimentary closing and the body of the letter. Only the first word of the closing should be capitalized. If no punctuation is inserted after the salutation, it may be omitted here also. But the preferred form is to punctuate these two parts, using a colon after the salutation and a comma after the complimentary closing. Complimentary closings in general use today are

Very truly yours,  
Yours very truly,  
Yours truly,

Faithfully yours,  
Yours sincerely,  
Sincerely yours,

*Yours respectfully*, seldom seen today in regular business letters, is often used in official letters.

#### THE SIGNATURE

In many letters, the signature consists of the name of the writer only. Note the following signatures.

An unmarried woman:

*Correct:* Martha Bruce

*Correct:* (Miss) Martha Bruce

*Incorrect:* Miss Martha Bruce

## A married woman

*Correct:* Alice M. McDonald  
(Mrs. Hugh McDonald)

*Incorrect:* Mrs. Hugh McDonald

As many women in business and professions prefer to use their own names, they sign them thus: (*Mrs.*) *Alice M. McDonald.*

A secretary sometimes signs letters for her employer, using the following form:

Yours truly,  
*Elizabeth Dearborn*  
Secretary to Mr. Olson  
*or*  
Secretary to Mr. John Olson

**Individual Responsibility.** In letters where the writer assumes the responsibility, the signature may consist of his written signature, his typed signature, and his title.

Yours truly,  
*Joseph Clark*  
Joseph Clark  
Principal  
Yours very truly,  
*R. E. Blaisdell*  
R. E. Blaisdell  
Sales Department

The firm or organization name may follow the writer's title.

Yours truly,  
*Graham Sterling*  
Graham Sterling  
Personnel Director  
Allen and Sons

Yours truly,  
*James French*  
James French  
Chairman, Pension Committee

**Firm's or Company's Responsibility.** In letters from business organizations, which represent a firm's or a company's responsibility, the name of the company is written two spaces below the complimentary closing, usually in solid capitals. Four spaces below and directly under this, for the sake of legibility, is typed the name of the dictator, below which occurs his title. The four spaces left free are for the penwritten signature of the dictator. Placement of the signature should be block or indented to correspond with the form used in the inside address.

Very truly yours,  
FIFTH AVENUE HOTEL  
*Edward Williamson*  
EDWARD WILLIAMSON  
Managing Director

A person should be consistent in writing his signature. He should determine which form he prefers: *B. L. Dunn*, *Bronson L. Dunn*, or *Bronson Lake Dunn*, and hold to that form.

#### MISCELLANEOUS DETAILS

At the close of the letter such data as the following are usually added.

*Identification Marks.* The initials of the dictator and the typist should be in line with the dictator's title or two spaces below, flush with the margin. These may be written in

various ways: AB:RLS; AB:rls; ABSmith:rls. The dictator's initials appear first.

*Enclosure Details.* Enclosures should be noted by writing the word *Enclosure*, or *Inclosure*, or their abbreviations, two spaces below the initials of dictator and typist and flush with the left-hand margin. If more than one enclosure is made, the number should be indicated, as *Three Enclosures* or *Inclosures 3* or *Inc. 3*. Some business houses allow the abbreviations *Enc.* or *Inc.*, but most careful letterwriters prefer the word written in full.

*Method of Mailing.* Many firms make a note of how the letter is sent, as *By Registered Mail*, *By Messenger*, or *By Air Mail*, if other than by regular mail. This is written below the enclosure details flush with the margin on the left.

#### MIMEOGRAPHED LETTERS

Today, many firms send out mimeographed letters to save time and expense. Care should be taken to make them as personal as possible by giving them the appearance of individual letters. The type used for the inside address and for the salutation should match that used in the body of the letter. Margins should be uniform. The spacing should be regular. In fact, all the requirements that make up a good letter should be followed.

#### EXERCISE

Bring to class examples of letters from various firms.

1. Compare several short letters for effective letterheads, for general appearance as illustrated by spacing and placement on page, for consistency of punctuation of letter parts, and for paragraphing and other data.

2. Compare several long letters for particulars similar to those suggested for short letters.

## BLOCK FORM WITH OPEN PUNCTUATION

Inside address

Betts and May  
13 Sixth Street  
Erie, Pennsylvania

Salutation

Gentlemen:

Body of the letter

[Letterhead]

January 18, 19—

Complimentary  
closeWritten signature  
(showing individual responsibility)

Typed signature

Position  
Signature identification with  
stenographic  
reference

Very truly yours,

*Andrew Jensen*Andrew Jensen  
Credit Manager

AJ:IB

## MODIFIED BLOCK FORM WITH OPEN PUNCTUATION

Inside address

R. B. Ashton & Co.  
20 Brock Street  
Akron, Ohio

[Letterhead]

January 18, 19—.

Salutation and subject line (or the subject line may be written two spaces below the salutation, centered). Punctuation may or may not be used after the word *subject*.

Gentlemen:                      Subject:                      Policy 13947

Complimentary close

Typed name of firm (showing company responsibility)

Written signature

Typed signature

Position

Signature identification with stenographic reference, usually placed one or two spaces below the last line of the signature. If it is necessary for marginal balance, this line may be written on the same line with the last item of the signature.

BD/3

Enclosure

Very truly yours,

Fulton, Gordon &amp; Co.

*Burton Drake*

Burton Drake  
Advertising Manager

### INDENTED FORM WITH OPEN PUNCTUATION

[Letterhead]

February 4, 19—

**Inside address**

**Nash and Horton**  
160 Columbus Avenue  
Dayton, Ohio

**Attention line**

Attention of Mr. Arthur Lyons, Manager

## Salutation

Gentlemen:

**File number**

**Your file No. 954**

**Body of letter**

**Complimentary  
close**

**Firm name**

**Written signature**

Typed signature

### Position

### Identifying initials

**Inclosure line**

Yours truly,  
R. JAMES & CO.  
*Mary Norton*  
Mary Norton  
President

MN:IM  
Two inclosures

## INDENTED FORM WITH CLOSED PUNCTUATION

(When the paper contains no letterhead, the address of the writer must be given.)

Heading

21 Main Street,  
Barre, Vermont,  
February 15, 19—.

Inside address

Miss Agnes Read, Treasurer,  
Exville Alumnae Association,  
Exville, Minnesota.

Salutation

Dear Miss Read:

Body of letter

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Complimentary  
close

Signature

Title for reply

Yours sincerely,  
*Alice W. Fenton*  
(Mrs. Henry Fenton)

## FORMS OF OFFICIAL LETTERS

Letters to federal, state, and municipal officials—termed “official” letters—require a somewhat different form from either the business or the social letter.

The inside address instead of occurring above the salutation, as in business correspondence, is usually written below the letter, the first word being placed flush with the left-hand margin.

The salutation *Sir* and the complimentary close *Respectfully* are used in the most formal letters of this type; in less formal official letters the salutation *My dear Sir* or *Dear Sir* and the complimentary close *Very truly yours* or *Yours truly* are good form.

Both in the letter parts and in the body of the letter, most authorities advocate the indented form.

**Official Titles.** In letters to high officials, such as governors, senators, mayors, judges, and commissioners, the titles *His Honor*, *The Honorable*, or the less formal *Honorable* are correct if the person is in active political service. It is better form not to abbreviate these titles.

His Honor, \_\_\_\_\_  
Mayor of New York  
City Hall  
New York, N. Y.

or

The Honorable \_\_\_\_\_  
Mayor of New York  
City Hall  
New York, N. Y.

The word *Honorable* should not be placed directly before the surname.

*Correct:* The Honorable Henry Blank

*Incorrect:* The Honorable Blank

# THE USUAL FORM OF OFFICIAL LETTERS

[Letterhead]

Date

Sir:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

Yours respectfully,  
*Arnold Sherman*

The Honorable \_\_\_\_\_  
The Speaker of the House of Representatives  
Washington, D. C.

## ACCEPTABLE FORMS FOR ADDRESSING GOVERNMENT OFFICIALS

Personage	Inside Address	Salutation
The President of the United States	The President The White House Washington, D.C.	Sir: <i>or</i> Mr. President:
Associate Justice of the Supreme Court	The Honorable — — Associate Justice of the Supreme Court Washington, D.C.	Sir: <i>or</i> Dear Mr. Justice.:
Member of the President's Cabinet	The Honorable — — The Secretary of State Washington, D.C.	Sir: <i>or</i> Dear Sir:
United States (or State) Senator	The Honorable — — The United States (or State) Senate Washington, D.C.	Sir: <i>or</i> My dear Senator:
Member of Congress	The Honorable — — The House of Representatives, Washington, D.C.	Sir: <i>or</i> Dear Sir:

<b>Governor</b>	The Honorable — — Governor of (State) City, State	Sir: <i>or</i> Dear Sir:
<b>Member of a State Legislature</b>	The Honorable — — Member of Assembly Capital City State	Dear Sir: <i>or</i> My dear Mr.____:
<b>Mayor</b>	The Honorable — — Mayor of the City of_____ City Hall,_____	Sir: <i>or</i> My dear Mr. Mayor:

### THE PERFECT LETTER PICTURE

Before removing the letter from the typewriter, the secretary should read it through carefully to criticize it in respect to the following points.

1. Are there erasures or spots that make the page look untidy?

2. Do typing errors occur, such as the transposing of letters, strike-overs, the careless insertion of a letter, or clogged letters?

3. Is the letter attractively placed or is it too high or too low?

4. Are the left and right margins well planned or are they too wide or too narrow for the length of the letter?

5. Is the right-hand margin so uneven that it spoils the appearance of the page?

6. Are there so many words divided into syllables at the right-hand margin that they detract from the appearance of the letter?

7. Are the parts of the letter consistent in spacing and in punctuation?

8. Are all words, particularly individual name and place names, correctly spelled?

## FOLDING THE LETTER

**For the Business Envelope**

1. Lay the letter on a flat surface, face up, bottom toward you.
2. Fold the lower edge to within one-quarter inch of the top and crease.
3. Fold from right to left, bringing the right edge toward the left slightly more than one-third the width of the sheet and crease.

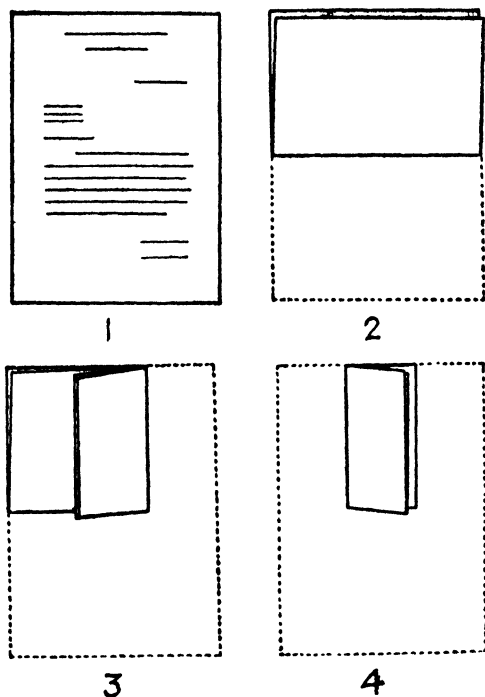


FIG. 3.

4. Then fold the remaining portion to the right and crease.

5. Place the letter in the envelope, inserting the last fold first.

### **For the Legal-sized Envelope**

1. Place the letter flat, face up, bottom toward you.

2. Fold one third of the letter upward from the bottom and crease.

3. Fold the top down to within one-quarter of an inch of the lower fold and crease.

4. Place the letter in the envelope, inserting the last fold first.

### **For the Usual Form of Window Envelope**

1. Lay the sheet on a flat surface, face up, bottom toward you.

2. Bring the bottom edge of the sheet to a point below the inside address and crease.

3. Then turn the letter face down with the crease away and fold back the top third, showing the inside address.

4. Fold and insert in the envelope so that the inside address, face up, shows through the window.

### **ADDRESSING THE ENVELOPE**

1. Check the addressee's name for spelling and his proper title, being careful to type his name as he has written it in his signature.

2. Place titles on the shorter of the first two lines of the address to give a better balance.

3. Check addresses for completeness and correctness.

4. Although many firms advocate the abbreviation of such words as *Company*, *Avenue*, and *Street*, the preferred practice is to write these out, except where the letterhead of the company specifically designates an abbreviation. The names of streets or avenues designated by simple numbers should be written out, as *Tenth Avenue*; but the names of those designated by compound numbers should be written in figures, as *420 West 121 Street* or *420 West 121st Street*.

5. Do not use the word *City* alone on the envelope.

6. The Post Office Department prefers to have the name of the state written in full on a separate line, but this is not strictly adhered to. The following names, however, should never be abbreviated: *Idaho*, *Iowa*, *Maine*, *Ohio*, *Utah*.

7. If the return address does not occur on the envelope, type it in single space on the second line from the top, two spaces from the left edge of the envelope. The return address may or may not include the name of the sender, but it must give the post-office box, R. F. D. route number, or the like, together with the street, the city, and the state. Also the number of days within which return service is requested should generally be indicated; otherwise, the postal authorities may not return the letter until after thirty days.

8. Most firms prefer to have the envelope follow block or indented style as used in the inside address. But even when closed punctuation is used in the inside address, it is almost never used on the envelope.

9. For the legal-sized envelope (#10) center the first line of the address fourteen spaces from the top of the envelope; for the commercial-sized envelope (#6 1/2) center the first line twelve spaces from the top.

10. Before beginning to type, figure out the length of each line of the address in order to place it attractively. Figure

## BLOCK FORM

J. P. Briggs  
Gorham  
Maine



The Registrar  
University of Maine  
Orono  
Maine

Luther Norton  
1892 Bouvier Street  
Hartford, Connecticut

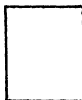


State Teachers College  
Whitewater  
Wisconsin

Attention: Mr. R. K. Bond

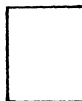
INDENTED FORM

George Thomas  
4217 Cleveland Street  
Peoria, Illinois



Mr. Malcolm Henderson  
Department of English  
Blank University  
Albany, N.Y.

Helen Warren  
South Hadley  
Massachusetts



McGraw-Hill Book Company, Inc.  
330 West 42 Street  
New York 18, N. Y.

also the spaces for indention, unless the block form is used where no indentions occur.

11. Double-space three-line addresses; single-space or double-space four-line addresses. The Post Office Department prefers to have the double spacing used in all addresses for the sake of clearness and ease in handling the mail.

### EXERCISES

A. Write, or preferably typewrite, the following exercise on business paper.

Without writing the body of the letter, arrange the following letter parts correctly with dates, complimentary close, and signature.

1. To the Gardner Typewriting Company, 213 Huguenot Street, New Rochelle, N. Y., from Agnes Kelly, Secretary to Mark Kennedy, 101 East Main Street, Rochester, N. Y.

2. To Hotel Ambassador, Atlantic City, N. J., from Mrs. Alice Baker (Mrs. James Baker), Nantucket, Mass.

3. To Louis Pomcroy, 151 Washington Street, Boston, Mass., from H. B. Green, Treasurer of Roberts and Sons, 5 John Street, New York.

4. To the Blakeley Apartments, Inc., Baltimore, Maryland, from Miss Susan Foster, Wellesley Hills, Mass.

5. To the Savannah Line, 551 Fifth Avenue, Room 206, New York City, from Peter Van de Water, Miami Beach, Florida.

6. From David Andrews and Son, Ltd., 155 Main Street, Bangor, Maine, to Harry Wood, Jr., Pickwick Arms, Greenwich, Conn.

7. To the Registrar, University of Chicago, from Wilbur J. Olcott, Jr., Waban, Mass.

8. To J. B. Sawyer, Treasurer, Lawrence Inc., Hartford, Conn., from George McDonald, President, Insurance Company of North America, 1000 Hennepin Avenue, Minneapolis, Minn.

9. To Dr. James D. Strong, Professional Building, Mount Vernon, New York, from a director of a welfare association, 1831 Santa Fe Avenue, Los Angeles, California.

10. To Eric A. Treadwell, Chairman, Coats and Company, Independence Square, Philadelphia, Pa., from James Ford, President, Hudson Garment Co., 6 Chapel Street, New Haven, Conn.

11. To the President of Harvard University, Cambridge, Mass., from Donald King, Watch Hill, Rhode Island.

12. To Alfred Saunders, Professor of English, Exville University, Exville, N. H., from the editor of a magazine.

13. To Anna Gold and Son, Florists, 181 Euclid Avenue, Cleveland, Ohio, from Miss Mary Franklin, El Encanto Hotel, Santa Barbara, California.

14. To the Arnold Sisters, Modistes, 521 Fifth Avenue, New York City, from E. P. Norton, President, Norton Co., 195 Post Street, Fargo, N. D.

15. To Bloom Bros., Inc., 35 Main Street, Portland, Maine, attention of Mr. Philip Rose, from John McCann, P. O. Box 35, Berlin, N. H.

16. To Andrew M. Donaldson and Sons, 95 San Pedro Street, Chicago, Illinois, from Daniel Green, Manager of the Blake Company, 85 Adams Street, Springfield, Mass.

*B.* Discuss in class the following sentences taken from authorities on letter writing.

1. Letters are a synonym for power.
2. The aim of the good letter must be to help the person addressed.
3. Effective letters are the result not only of *what* is said but of *how* it is said.

4. The ability to write effective business letters is a recognized business asset.

5. When we make letters more efficient we are helping the business world in this day of zeal for good production.

6. Let the letter be simple, direct, clear, good-humored, tolerant, and leavened with touches of flattery so deftly concealed as not to be recognized as such.

7. To be able to express your ideas clearly, you must possess a good command of words and of sentence and paragraph structure.

8. Any letter that carries a hope ought to be on paper that wins a welcome.

9. The attitude of a typist toward her letter should be very much the same as that of a chauffeur toward his car.

10. Letter writing is the test of the secretary's knowledge and her ability to use that knowledge quickly and accurately. Misspelled words, careless punctuation, grammatical errors, erasures, or poor letter pictures may hinder her promotion or cost her her job.

**C. Write the answers to the following questions:**

1. How should the following letter heading be written?  
10 Ave. at 54th St.  
N Y C, 6/10/43
2. Which is correct?
  - a. Messrs. M. B. Grant & Company
  - b. M. B. Grant & Company
3. Which is correct?
  - a. Dr. Alexander Fuller
  - b. Dr. Alexander Fuller, M.D.
4. Write the inside address and the salutation in a letter to the Stanley Typewriter Company, 150 East 26 Street, Cincinnati, Ohio, attention of Lawrence Bryant, Manager.
5. Which is correct?
  - a. Messrs. Park and Tilford
  - b. Park and Tilford
6. Which is correct?
  - a. The Rev. Donahue
  - b. The Rev. Patrick Donahue
7. What should the inside address be in a letter to a senator?
8. What should the inside address be in a letter to Alice Crane (Mrs. Robert Crane), of Wichita, Kansas?
9. In a salutation of a business letter which is correct?
  - a. Dear Miss Jane Kelly:
  - b. Dear Miss Kelly:
10. Which salutation is correct in a letter to a doctor's wife?
  - a. Dear Mrs. Dr. Alexander:
  - b. Dear Mrs. Alexander:
11. Which salutation is correct in a professional letter to a woman doctor?
  - a. Dear Dr. Kane:
  - b. Dear Miss Kane:
12. Which salutation is correct in a business letter to an unmarried woman?
  - a. Dear Miss:
  - b. Dear Madam:
13. What should the salutation be in a letter to George Farley, a company name?

14. What should the salutation be in a letter to Suzanne and Annette, a company composed of women?

15. What is the correct salutation in a letter to Marjorie Bristow, Inc., Interior Decorators?

16. What is the correct salutation in a letter to Blanchard and Drake, a firm composed of men?

17. Which of the following is correct?

a. No. 29 Anderson Place

b. #29 Anderson Place

c. 29 Anderson Place

18. Write correctly the following inside address for a letter to an individual:

John R. Flynn

35 Spruce

Phila, Penn

19. Write correctly the following inside address for a letter to an individual:

Alice Krant

9th Ave.,

City

20. Should single or double space be left between the salutation and the inside address?

21. Should single or double space be left between the salutation and the body of the letter?

22. Which of the following is correct in the inside address?

a. Messrs. Johnson & Brown, Inc.

b. Johnson and Brown (lawyers)

c. Messrs. General Motors Corporation

d. Messrs. J. & S. Allen

e. Messrs. M. B. Sanderson and Company

23. Which of the following salutations are correct?

a. Dear Dr. Arnold:

b. My dear Professor:

c. My dear Professor Burke:

d. Dear Mr. James Seaton:

e. Dear Friend:

f. Dear Roy Gaylord:

g. Dear Rev. Sutherland:

24. Which of the following salutations are correct?
- a. Dear Chairman Holt:
  - b. Dear Mr. Holt:
  - c. Dear Chairman:
  - d. Dear Mr. Holt, Chairman:
  - e. My dear Mr. Holt:
25. What information should be given on the top of the second page of a typed letter?
26. Which of the following signatures is correct for a married woman?
- a. Yours truly,  
Mrs. Arthur Kerr
  - b. Yours truly,  
Elizabeth Kerr  
(Mrs. Arthur Kerr)
27. For a business letter written by an unmarried woman, which signature is correct?
- a. Yours truly,  
(Miss) Agnes P. Caldwell
  - b. Yours truly,  
Miss Agnes P. Caldwell
28. How should the following data be arranged?
- Enclosures  
Registered Mail  
Dictator's initials  
Secretary's initials

### CHAPTER III

## Letters of Inquiry, Information, Order, Acknowledgment

### LETTERS OF INQUIRY

THE letter of inquiry should be concise, clear, and courteous. It should be so definite that the recipient will understand the request without difficulty. It should express appreciation for an answer containing the desired information, but should not be apologetic in tone. If apology is needed, the letter probably ought not to be written. Do not thank your correspondent for the favor requested, but wait until his letter has been received and then write him a note of thanks.

Trite expressions such as the following should be avoided since they are in bad taste, as well as being dull and ineffective: *upon receipt of this information, kindly advise us, we are taking the liberty of writing you, thanking you for this courtesy, waiting to hear from you, thanking you in anticipation.*

If your letter contains several questions, follow these suggestions: state the questions briefly and plainly; follow a logical sequence; reread your letter to see whether you have covered all the information you desire and whether you have been reasonable in your request; if necessary for clearness, place each separate question in a paragraph by itself.

The following general outline for a letter of inquiry may be helpful: the reason for inquiry, the inquiry itself, any

advantage that may result to the reader by complying with the request, necessary explanations, an expression of appreciation, and the enclosure of a stamped addressed envelope for a reply.

#### LETTERS OF INFORMATION

Letters of information should not be regarded as routine answers to inquiries, but rather as important builders of good will that materially affect a business. With such a purpose in mind, the writer must endeavor to make his letter clear, sincere, courteous, and detailed enough to be satisfactory and pleasing.

#### EXERCISES

A. Before writing letters suggested in this chapter, consider and discuss the following opinions of authorities to learn what qualities they regard as essential for good business correspondence.

1. Letters should have character and personality.
2. A letter is effective to the extent that it impresses and influences the person to whom it is addressed.
3. Each letter is the expression of an individual to an individual in regard to a peculiar and individual situation.
4. Courtesy, which seems to be lost sight of by many writers, is as desirable in letters as it is in personal dealings.
5. The need is for accurate letters, lucid letters, straight-to-the-point letters, courteous letters, human letters.
6. These qualities—*clearness, correctness and force*—are essential to good business English style.
7. The best plan in the world will not make a letter secure action unless its language is vigorous, alert, and active.
8. Business letters should be direct, to-the-point, purposeful—and never longer than necessary.
9. There is no letter so discourteous that it justifies a discourteous answer.
10. The business prosperity of the country (the United States) depends to no small degree upon the force and power and efficiency of its commercial letters.

B. Read the following letter of inquiry and the answer to it to note how clear, definite, and courteous are the questions, and how satisfactory is the answer.

(1)

Dear Miss Taintor:

Again I am coming to you for authority.

I have recently had a request from the Governor's office in Phoenix, Arizona, as to just what is the correct way to address Isabella Greenway, representative to Congress from Arizona. I am told she is a widow, and that her husband's name was John C. Greenway. Would it be correct to write *Congressman Isabella Greenway*, and should the salutation be *Dear Congressman Greenway*?

With women forging their way ahead in politics, as well as in business and professional life, we secretaries must know the proper way to address these enterprising people who, no doubt, would be quick to detect a blunder in good form.

I wish to express my appreciation for your former letters answering so many questions on form and style. The information you have given me has proved very valuable.

(2)

I am very glad to give you information concerning the correct manner of addressing Isabella Greenway, which you asked for a short time ago.

The customary style of address for a woman member of Congress is:

The Honorable Isabella Greenway  
House of Representatives  
Washington, D. C.

The salutation is either *Madam* for formal letters, or *My dear Mrs. Greenway* for informal letters.

I am informed that as some time ago the women members of Congress agreed among themselves to have the same style of address as the men members, it would be correct to say *Dear Congressman Greenway*. The usual practice, however, is to use the form of address as given above.

It is a pleasure to hear from you that my previous letters have been helpful to you.

C. Read the following answers to inquiries, to note how satisfactory such letters would be to the addressee. Then write the inquiries to which these letters are the replies.

(1)

Thank you for your letter of \_\_\_\_\_ the \_\_\_\_\_.

We hold no mail for you at the present time, but have entered your forwarding address and will be pleased to readdress any mail that may be sent to you in our care.

We are looking forward to the time when we will be asked to hold mail pending your arrival.

(2)

Thank you for your letter of \_\_\_\_\_ the \_\_\_\_\_.

We can offer you a single room and bath, for one person, at \$\_\_\_\_\_, \$\_\_\_\_\_, \$\_\_\_\_\_, and \$\_\_\_\_\_, a day; and a double room with twin beds or double bed and bath at \$\_\_\_\_\_, \$\_\_\_\_\_, \$\_\_\_\_\_, \$\_\_\_\_\_, and \$\_\_\_\_\_, a day, according to size and location of the rooms.

All rooms and suites in the Park Avenue wing of the hotel, from the fifth to the seventeenth floor, are air-conditioned. Each room is individually controlled by a local thermostat and you can regulate the temperature yourself. If you prefer, we shall assign you to accommodations in this section.

Beginning June the fifteenth and ending September the fifteenth, we shall also have an all-inclusive plan to be known as "New York Holiday." A folder describing this plan is enclosed, as well as a booklet giving further information about The \_\_\_\_\_. The rates quoted in the "New York Holiday" booklet do not include air-conditioned rooms. However, rooms of this type can be reserved under this arrangement at a slightly higher rate.

We look forward to the pleasure of entertaining you in the near future and if you will let us know which type of accommodations best meet your requirements, we shall be glad to enter a definite reservation for you.

(3)

The \_\_\_\_\_ Club is always glad to answer inquiries such as yours concerning its rules for membership.

The resident membership is limited to 1,000; the nonresident membership, to 400.

The entrance fee for resident members is \$500, payable on admission or in two equal installments at the option of the member, with dues of \$250 payable annually or \$125 semiannually at the option of the members.

The entrance fee for nonresident members is \$150 payable on admission, with dues of \$125, payable annually or \$62.50 semiannually.

Resident members are those residing or having their principal place of business within fifty miles of New York City.

We trust that this information may be adequate and that you will be interested in joining the Club.

D. Examine the following letters. Then write satisfactory answers to them.

(1)

We are writing to ask you to settle some questions of correct salutation. We frequently correspond with buyers of department stores, where the buyers are often women.

1. When we do not know whether the buyer is married or single, what should the salutation be?
2. When a letter is addressed to a company with attention called to a woman buyer, what should the salutation be? For example:

Brown & Brown  
500 Fifth Avenue  
New York, N. Y.

Attention: Miss Hannah Murphy

Gentlemen?

Dear Madam?

Dear Miss?

Dear Mrs. Murphy?

Your help will be greatly appreciated.

(2)

More and more frequently in my work I am asked a question that I am unable to answer to my satisfaction. I am, therefore, taking the liberty of writing to you for advice.

The proper salutation to be used in writing to a firm of men, or to several women associated in business, is well established. But

could you give me the proper form for use when addressing a group composed of both men and women? The obvious "Gentlemen and Mesdames" is so awkward that I feel there must be some better way. There are times, especially in connection with legal work, when such a salutation is necessary.

I was much interested in your book and hope it will be very successful.

(3)

In expanding our business we are desirous of having an office in the downtown financial district. Through your firm we should like to rent quarters with the following specifications:

1. Four outside offices in a modern building; two suitable for private use and two for the general office force
2. Rental under five hundred dollars a month

When you feel that you have something that will interest us, will you telephone my secretary, Miss Louise Spencer, who will inspect the offices during my absence in Cleveland.

(4)

Mr. Irving Reynolds, 200 Bronx River Road, Yonkers, N. Y., has applied to us for financial help through our scholarship funds and has given your name as reference.

As our funds for this purpose are limited and the demand is unusually large this year, it is necessary for us to confine ourselves to those students whose family background is such as to make a college education difficult to attain. We shall appreciate it if you can give us, confidentially, any information that will help us to understand the situation and the needs of Mr. Reynolds.

(5)

May I trouble you for the following information in regard to the honor society in your school?

1. What proportion of the school population belongs?
2. Are the members selected on a scholarship basis only? If not, what are the other requirements?
3. How does the society function in the school?
4. Do you consider an honor society an asset to the members? to the rest of the student body? If so, how?

**This information will be a great help to Exville High School in deciding whether or not to organize an honor society.**

**E. Write any five of the following letters.**

1. Write to Professor Robert Latham, Director of the Summer Session, Blank University, to ask whether a course in Commercial Law would be offered next summer and, if so, what the fee for such a course would be.

2. As Miss Rachel Horne, secretary of David Blake, President of the Blake Society, Avon-by-the-Sea, New Jersey, write to a firm for an estimate of installing an oil burner in a house of ten rooms.

3. Write to the Farm Agency (supply address) asking for a free list of farms from Virginia to Maine.

4. Write an advertisement to the lost-and-found department of a paper giving full information in regard to a lost article and offer a reward to the finder.

5. Write to a department store for samples of material suitable for window curtains for a living room. State approximate price you are willing to pay a yard, the color desired, and any other particulars that will help the store to select the kind of samples you would like.

6. As a secretary to a physician, write to a realty company asking for information concerning offices in a business section of a city to which the physician is planning to move.

7. Write the answer to the letter suggested above. Include full details of three offices with the rentals.

8. Write a letter to a real estate dealer in Connecticut inquiring whether he has on his list of small farms for sale one with livable colonial house, modern improvements, near salt water. Price about \$10,000.

9. Write to an authority on letter writing to ask information on some point that might be troublesome for a secretary.

10. Assume that a secretary has asked you to write her giving the correct placement of a reference line, an attention line, or a subject line. Write to the secretary giving her the desired information.

11. A friend has heard that you have taken a trip that she is planning to take next summer. She has written you for details. Write an answer to her request.

12. A friend has written to ask you to recommend three books such as a secretary should have for ready reference. Write her, stating titles, authors, publishers, price, and definite information about the books.

13. A friend has written asking you to recommend an abridged dictionary for use in her office. Write a letter recommending the one you have found best suited for such use.

14. An inexperienced secretary has written asking you to suggest a practical book that will help in her everyday work. Write a letter recommending a book or several books that you believe would be valuable to her.

### LETTERS ORDERING GOODS

Letters ordering goods must be so definite, clear, and complete in detail, that there can be no possibility of misunderstanding. Points to include are a description of the article, the method of shipment if the buyer has a choice in this matter, and the method of payment.

### EXERCISE

Examine and criticize the following letters in regard to form, clearness, completeness, punctuation, and capitalization. What changes are needed in each letter to make it correct? Which letters in this group do you consider acceptable as examples of good order letters except for a mistake in form or in punctuation?

(1)

17 Maine Street,  
Bangor, Maine  
October 9, 19—

B. Altman & Co.  
Fifth Avenue at 34 Street  
New York, N. Y.

Gentlemen:

Please send me as soon as possible by American Express:

1 boys' reversible zipper jacket	\$10.95
1 spun rayon blouse, striped white and blue	\$4.00
1 pair black kid gloves	\$3.50

Total \$18.45

I am enclosing a money order for \$18.45.

Yours truly,  
*Mrs. Edward Smith*

Enclosure

(2)

19 Otis Street  
Medford, Mass.  
April 25, 19—

Superintendent of Documents  
United States Government Printing Office  
Washington, D. C.

Dear Sir:

Please send me the following pamphlets:

6 copies Occupational Hazards and Diagnostic Signs (Labor Standards Division, Bulletin 41.)	.60
3 copies Compilation of the Vitamin Values of Food (Agricultural Dept., Circular 638.)	.75

Total \$1.35

Enclosed you will find a money order.

Yours  
*L. K. Drysdale*

1 Enclosure

(3)

437 Cliff Avenue  
Pelham, N. Y.  
August 28, 19—

Mr. Luke Blake,  
20 Woodland Place,  
New Rochelle, N. Y.

Dear Sir

In accordance with our telephone conversation, I am sending you on September the first one sofa and two chairs for repairs. All three pieces are to have the upholstery and frames put in good condition. The seat of the straight-back chair is to be raised about one inch, and of the curved-back chair as much as possible.

The sofa is to be covered with #466 tapestry and trimmed with special gimp. The two chairs are to be covered with #51376 damask and trimmed with welts of the same material. Let us know how many yards of material and gimp will be required.

I shall send for these pieces on Friday the tenth and shall be prepared to pay for them at that time after inspection.

Yours truly,  
*Benjamin Lawson*

## English for Secretaries

(4)

200 Pine Street,  
Orono, Maine,  
December 18, 19—.

Printers' Ink Publishing Company, Inc.

185 Madison Avenue

New York, N. Y.

Gentlemen:

Please enter my order for two subscriptions to "Printers' Ink Monthly," to be sent to the following:

Mr. George O'Donnell  
348 S. Oakley Boulevard  
Chicago, Illinois

Mr. Ernest Warren  
Kent State University  
Kent, Ohio

You will find enclosed my check for \$4 in payment of both subscriptions.

Yours

*Mrs. Clara Wood*

(5)

West Chester  
Pennsylvania  
June 15, 19—

Taylor and Brown Company

Tremont Street

Boston, Mass.

Gentlemen

Will you please send me the articles listed below from your May catalog?

Catalog No.	Quantity	Article	Price	Total
14a	6	percale sheets	\$4.25	\$25.50
16c	4	linen towels	1.50	6.00
21d	12	kitchen towels	.30	3.60
18d	12	Damask napkins	.50	6.00
TOTAL				<u>\$41.10</u>

I am enclosing a money order for the total amount of the purchase (\$41.10). I should appreciate it if you would send the goods as soon as possible.

Very truly yours,  
*James Stevenson*  
James Stevenson

(6)

Blue Earth  
Minnesota  
June 2, 19—

The Brown-Scott Company  
240 Hennepin Avenue  
Minneapolis, Minn.

Gentlemen:

Will you please send me the following, and charge the merchandise against my account with you?

Quantity	Article	Color	Width	Price	Total
6 skeins	Yarn	Scarlet		\$ .29	\$1.74
6 yards	Rayon Crepe	Blue	36"	.85	5.10
TOTAL					\$6.84

I am enclosing samples of both the yarn and the crepe. Your usual prompt attention to this order will be appreciated.

Very truly yours,  
*Isabel Cook*  
(Mrs. John H. Cook)

Two samples  
enclosed

## LETTERS OF ACKNOWLEDGMENT

Letters of acknowledgment usually state the following: a reference to the order and the date when it was received, when and how it will be sent, a suggestion of substitution if the exact material cannot be supplied, and thanks for the order.

The following trite phrases should be guarded against.

1. Pursuant to yours of recent date
2. Same shall receive our prompt attention
3. We take pleasure in sending you
4. Yours of recent date at hand, etc.
5. Esteemed favor
6. In reply would say
7. Assuring you of our best attention
8. Awaiting your further orders
9. Beg to remain

### EXERCISES

A. Examine and criticize in class the following letters in regard to wording, tone, and the effect on the correspondent.

(1)

Your order of October 20 is received and will be given immediate attention.

Thank you for your previous order of October 10 with check for \$10.50 enclosed. The goods have been forwarded to you by parcel post. We trust you will receive them in satisfactory condition.

(2)

In response to your letter of September twenty-five, we are very glad to send you a copy of our Personality Chart. We hope that you may find it helpful in your educational work.

(3)

We can quote a price of \$1.50 for one double-faced portiere, using #80834, blue, for the hall side; and #42576, rose, for the bedroom side, with one width of material to each side, and a wing, or jib, added at the top for fullness. The portiere would be trimmed down front and across base of both sides with fringe, and would be looped high with folded band loop made of the blue on the hall side and rose on the bedroom side.

If this estimate is satisfactory, we shall proceed with the work as soon as we hear from you.

(4)

In reply to your letter of December nineteen, we are enclosing herewith a list of schools that are offering correspondence courses in business English.

I trust that you may be able to secure the desired information from this list.

(5)

Thank you for your order of July third. We are sending today the following, complying with your request as nearly as we can:

20 yards cream-colored marquisette 32 inches wide at \$1	\$20
12 sheets 90 x 70 at \$2	24
12 Turkish towels 50 x 22 at \$1	12
We hope that the goods will prove satisfactory.	<u>\$56</u>

(6)

In the shipment we sent you today, we included a slightly more expensive curtain than the type you ordered because we have not in stock at present the curtain specified. Since it will be at least four or five weeks before the supply of the #12 comes in, we thought you would rather have the curtains we are sending than wait so long.

However, if our order does not meet with your approval, please return it at our expense. If you wish to keep it, please send us \$5.75, the difference in price.

(7)

Since we have many unfilled orders that were received before yours, we find it impossible to ship your order of February 15 before March 20.

We are sorry if this will inconvenience you, but trust you will understand the cause of the delay and that we cannot discriminate in favor of any customer.

(8)

Thank you very much for your order received December 9.

We are very sorry to inform you that we cannot fill your order for Christmas delivery. Do you still wish us to proceed?

Your further instructions are awaited with interest. For your convenience in replying a self-addressed envelope is enclosed.

(9)

We acknowledge with thanks receipt of your letter of recent date, and as requested, will ship the items as listed on the enclosed copy of order from our store at 62 West 23rd Street.

As you will note, there is a balance of \$.13 due us on this transaction, which we shall appreciate your sending us at your convenience.

Hoping to have the pleasure of serving you again in the near future, we are

*B. Prepare letters of order and acknowledgment as follows:*

1. Write for the following office furniture giving sufficient details to insure the order's being filled satisfactorily: a desk, a rug, a table, six chairs, and a cabinet.

2. Write the acknowledgment to the letter suggested above.

3. Write a letter to a publishing house ordering six novels to be sent to a friend. Be sure to state correct titles and authors, as well as a definite address for your friend.

4. Write a letter to a department store ordering on your charge account the following articles to be sent to your summer address: towels, bath mats, and washcloths. Only by stating size, quality, color, and approximate price can you receive merchandise that will please you.

5. Write to a department store for the following items to be sent to a friend, but charged to your account: one peasant linen set \$2.00, fringed Basque stripes; two organdy bedspreads \$3.75, green figures and piping on white, for single beds; two candlewick spreads about \$4.25, dots and flowers in rose on cream-colored muslin, for single beds.

6. Write the acknowledgment to the order stated above and suggest a substitute for the candlewick spreads, all of which have been sold.

7. Order from the Rock Garden Nursery, Croton, N. Y., the following plants, stating the number required and the method of shipment: geraniums, fuchsias, and verbenas.

8. Write to a hotel by the sea or at the mountains asking for terms for a family of four for the month of August. Explain whether you require double or single rooms, with or without bath, and give any other details you think necessary.

9. Write the answer to the letter suggested above, offering several possibilities at different rates.

10. Order by letter several articles you have seen advertised in a newspaper. Give full information as to quantity, style, price, etc.

11. Write an order to a department store requesting that the following be sent to your summer address and charged to your account: face powder, talcum powder, lipstick, rouge, and nail polish. Be definite, stating make, color, price, and quantity desired.

12. Write a letter acknowledging the order given in the previous problem. Assume that the store no longer carries the make of face powder requested. Consider how a store would deal with such a situation, and write a letter in accordance with business procedure.

## CHAPTER IV

# Letters of Claim and Adjustment

A LETTER of claim should be clear, concise, firm, and courteous. The following outline may serve as a guide: the reason for writing the letter, *i.e.*, the claim; the date of the order; the adjustment desired; the inconvenience caused the writer or the company; a request for prompt action.

### EXERCISE

Bring to class examples of claim letters selected from books or from among those actually received. Discuss them and the examples below from these standpoints: Is the problem stated clearly and courteously? Is the desired correction explained definitely? Are dates, invoice number, catalog number, or other definite information given? What effect would the letter have upon the recipient?

(1)

The Benson Corporation  
Toledo, Ohio

November 5, 19—  
Your File C-2731

Nelson Furniture Co.  
8 South Michigan Avenue  
Chicago, Illinois  
Attention of Mr. L. Parks, Manager  
Gentlemen:

On Tuesday, October third, I ordered from your firm a flat-topped desk. This order was promised two weeks ago, but has not yet been received.

I shall appreciate your prompt attention to this matter as our new office is being opened next month, and we wish all furniture to be in place at that time.

Yours truly,  
The Benson Corporation  
*Leo Boynton*  
Leo Boynton, President

LB:S

(2)

Norton Brothers  
Bedford, N. Y.  
January 3, 19—

Prescott Typewriter Co.  
45 Main Street  
Brewster, N. Y.  
Attention of Mr. N. T. Benson  
Gentlemen:

On November 15 your representative, Mr. N. T. Benson, sold me a Standard Portable Typewriter, No. 4B133392. The machine was guaranteed against defects for six months from the date of delivery, but it has given trouble ever since we bought it. The letters stick so badly that we are unable to use the machine.

If you will send a service man at once to adjust this defect, I shall appreciate it.

Very truly yours,  
*Howard Anderson*

(3)

15 Marshall Street  
Newton Centre, Mass.  
June 5, 19—

Smith Patterson Co.  
52 Summer Street  
Boston, Mass.  
Gentlemen:

I wish to register a complaint about nondelivery of glasses purchased by me and charged to my account.

The facts in this case are as follows:

## English for Secretaries

September 7 purchased 12 tumblers and 12 small fruit-juice glasses. Glasses received at my address on September 8. Examined and found 4 of smaller glasses broken September 9. Letters sent to you stating this fact and requesting driver to call and pick up these glasses and leave replacements. September 10 driver called and took broken glasses. September 29—no replacements. September 30—second letter sent. October 2—no glasses received, but no credit on charge account.

Will you kindly let me know if you plan to replace glasses or to credit my account.

Very truly yours,  
*Eleanor Stone*  
 (Mrs. Howard Stone)

(4)

20 Main Street  
 Orono, Maine  
 June 1, 19—

The Carson Company  
 173 Main Street  
 Bangor, Maine  
 Attention Adjustment Department  
 Gentlemen:

May I call your attention to the following oversight made in filling my order of May thirtieth.

I ordered

Quantity	Article	Color	Size	Price	Total
4 yards	crepe	rose	36"	\$1.90	\$ 7.60
12 yards	organdy	blue	36"	.95	11.40
Total					19.00

I received

4 yards	organdy	rose	36"	.95	3.80
12 yards	crepe	blue	36"	1.90	22.80
Total					\$26.60

I did not discover this error until after your delivery man had departed. You will remember that I enclosed samples in my order letter.

Will you please adjust both the merchandise and the charge as promptly as possible. I shall be very much obliged to you.

Very truly yours,

*Bertha Whittier*

(Mrs. Samuel A. Whittier)

## ADJUSTMENT LETTERS

In writing a letter of adjustment, it is important to keep in mind the following considerations.

Requirements: getting all the information on the case, deciding on the course of action, deciding how to present the decision in order to keep the customer's good will.

Characteristics: courtesy, sincerity, fairness, tact, the desire to please and serve the correspondent.

Contents: explanation of error or misunderstanding, statement of how adjustment is to be made, expression of regret for error or inconvenience caused, an invitation for future business.

Avoid such trite expressions as these: *we beg to thank you for your favor of the 26th instant, replying to your communication, as indicated by our previous advices, contents duly noted, we beg to remain, as per your favor, at a loss to know, it will never happen again.*

## EXERCISES

A. Discuss in class the following statements taken from authorities on letter writing.

1. To write a good adjustment letter is harder than to write a sales letter.
2. If an adjustment is to be granted, it should, of course, be granted cheerfully.
3. An old customer held is worth all that a new customer may be worth and likely more.
4. Open an adjustment letter on the attractive tone of action and courtesy.

5. In adjustment letters lies the opportunity to bind the buyer closer to the seller.

6. In writing an adjustment letter, put yourself in place of an impatient, disappointed, and dissatisfied customer.

7. Whether a claim is granted or refused, it should be handled in such a way that the recipient of the letter will not be antagonized.

8. Earnestness has great value in writing adjustment letters. There is no place for irony, humor, or lightness possible in other kinds of letters.

9. Adjustment letters are especially designed to continue business relations, and, therefore, sarcasm or ill temper has no place in them.

*B.* Examine and discuss in class the following adjustment letters. Suggest any changes in wording that you think would be an improvement.

(1)

I am very sorry that you did not receive the notices of our meetings owing to an incorrect spelling of your name. This has been corrected. Thank you for calling it to our attention.

(2)

We regret the necessity of your having to return to us our January statement with attention directed to an error in the amount of your recent return on zipper boots. We have adjusted the transaction and attach hereto a corrected memorandum.

(3)

The dress that you returned to us recently has been forwarded to the manufacturer for examination. His report is expected in a few days, at which time we will communicate with you again.

Your indulgence in the interval would be appreciated. Be assured that the matter is being followed diligently from this end.

(4)

Replying to your communication, we are writing to inform you that we have issued a call for stationery delivered June 10, and will make it over again for you in the correct size.

We sincerely regret the error and any annoyance or inconvenience that the delay is causing you. We trust that our adjustment will be satisfactory to you.

## (5)

In reply to your inquiry regarding the shades we should have on order for you, we regret that we apparently have no record of the order.

Is it possible for you to advise us just who the saleswoman was that should be handling your order? If not, if you can give us the following information—the pin-to-roller measurements, if the shades are to be made with rollers, and also the color, if any particular shade was desired—we will refer the matter to our buyer and see that your order is given prompt attention.

Please accept our sincere apologies for the trouble and inconvenience we have caused you in this matter. We are enclosing a stamped and self-addressed envelope in order to facilitate your reply.

## (6)

In reply to your letter of August 12, we regret that the tray sent to you last week was marred. We examine carefully all merchandise that leaves our shop and try to be sure that everything is in perfect condition; but occasionally mistakes will occur.

Our driver will call on August 16 to pick up the tray and deliver a duplicate in perfect condition.

We are sorry for the inconvenience this has caused you.

## (7)

Credit has been issued to your account for the damask in question and this we trust is satisfactory.

We sincerely regret the delay in writing you and apologize for any inconvenience caused in this connection.

## (8)

We regret very much indeed to learn from your recent letter that a Plum Pudding ordered by you to be sent to

Miss Helen Keith,  
40 East 10th Street,  
New York, N. Y.

has not been received.

We shall very much appreciate it if you will send us your receipt covering this purchase, or will advise us from which store it was ordered, so that we might make a thorough investigation of the matter.

As we have 38 stores in greater New York with thousands of daily transactions, you can readily appreciate that it is very difficult to locate an order without complete details.

(9)

We have your note and we are very sorry indeed to learn about the dress. Do by all means return it to us and we shall watch out for it here. It is most unfortunate to have to put you to the trouble of having to send it back but we are eager, as you must know, to be of every possible service.

(10)

A brown felt hat which you bought here at Blank's and which was worn from our shop at the time has come back to us. Since it has been worn it really is not possible to do as you ask for there is no way of disposing of the hat now.

In the circumstances, we felt you would want the hat returned to you and it is going back now. You will have it again shortly and if we can be of service, you have only to let us know.

(11)

Thank you for your note. We are very sorry indeed to learn about the slip and we hope that you will be thoroughly pleased with the one that has been sent now. It should be in your possession when this message arrives, and the slip you returned has been credited.

We are very glad to be of service and we look forward to hearing from you often.

(12)

After you left here the other day, I had the opportunity to go into the matter of your coat thoroughly and I am glad to be able to tell you that after examining it, it was found that it is made of the finest wool. Miss Blank, the buyer, tells me that at the time this coat was in our stock, it was one of our Women's Angle coats.

We do wish that it were possible to credit it and return it to our stock; but, as it was pointed out when you were here, it is a coat that was designed to be worn last spring. It is not customary, as you can well realize, to put a coat in stock one season that was designed to be worn during another. Had the coat been sent to us last spring, we would have been glad to have accepted it. You cannot help agreeing that there would be no way of disposing of it now for the season for coats of this kind is past—we are now selling winter models.

May we urge you, therefore, to go over the situation once more for we feel that then you will understand why we write as we do. We are grateful to you for allowing us to present our position.

C. Write any four of the following letters.

1. Pink-glass salad plates were substituted for the green ones you ordered. Ask for immediate adjustment and explanation.

2. Write the adjustment letter from the firm, giving an explanation for the substitution.

3. You ordered monogrammed towels for a friend's birthday. They did not arrive on time although they had been promised. Write the firm for an explanation of the delay and for immediate attention to the order.

4. A delay in the shipment of Christmas stock has cost you hundreds of dollars. Explain your case and ask for adjustment.

5. Write an answer to the letter stated above.

6. You ordered twelve rosebushes, but only eleven were sent, although the bill listed twelve. Write the company and ask for an adjustment.

7. The Beach Club you belonged to last year has asked you to renew your membership. Write to the club explaining your dissatisfaction with its management and your decision not to join again.

8. Write the answer from the Beach Club manager stating that unsatisfactory conditions will be improved.

9. The committee soliciting funds for a celebration in your old home town has asked you for a contribution. Write stating your decision not to contribute and explain your dissatisfaction with a previous celebration.

10. Write a letter from the secretary of the Old Home Week Committee, explaining how the management of this celebration has striven to avoid the previous mistakes and expects to make the coming celebration a success.

**11. You have sent by a moving-van company some furniture you wish to put into your summer home at Ogunquit, Maine. On its arrival, you find that some of the furniture has been marred in transit. Write a letter of claim to the company.**

**12. The Little Theater Company is to play for a week in Chicago. The gowns and hats for the cast were ordered from the Essex Attire Shop, 565 Madison Avenue, New York, but have not been received. Write giving details of order and ask that the gowns be sent at once by express.**

**13. In answer to this letter, give reasons for delay and assure the Little Theater Company that the order will arrive in Chicago in two days. Express regret for the delay.**

## CHAPTER V

# Letters Relating to Sales

## SALES LETTERS

SINCE business depends on sales and sales so often depend on sales letters, many businessmen regard the sales letter as the most important part of their correspondence. It has been said that "good letters of all kinds help to *keep* business; good selling letters *make* business."

Sales letters are so closely related to advertisements in purpose, appeals, methods, and desired results that it is worth examining a number of advertisements before trying to write sales letters.

## EXERCISES

4. Bring to class advertisements from newspapers and magazines on furniture, clothes, books, and other commodities. Examine these to learn how copywriters attempt to accomplish their purpose of inducing action. Use the following questions as guides:

1. How is the beginning of the advertisement made interesting and original?
2. How is curiosity aroused?
3. How is desire created?
4. How is the reader convinced that he should buy the article?
5. How is action made easy?
6. Is the wording trite or effective? Quote examples.
7. Do you find examples of questions, imperative sentences, exclamations, or quotations used effectively?
8. In comparing several advertisements for the same commodity, which do you think would most interest you as a buyer? Why?

B. Topics for oral reports are listed below. Reports on these topics will be more valuable and interesting if the students consult several books on sales letters and read examples to the class to illustrate their topics. These examples of sales letters may be original or selected from actual letters or from books. The source, of course, should be mentioned.

Catching the Reader's Attention

Effective Opening Sentences

Arousing the Reader's Interest

Producing Belief in a Product

Inducing a Reader to Buy the Commodity

The Tone of the Sales Letter

Sins of Sales Letters

Effective Sales Letters

Tests of a Sales Letter

Considering the Class of Prospect—Leisure, Business, Professional,  
Trade, Laboring

Letters to Men and to Women: a Contrast

Sales Letters with Effective Appearance

An Effective Plan for Sales Letters

Dramatizing the Commodity

Bad Taste in Sales Letters

Effective Talking Points

Good Taste in Sales Letters

Effective Descriptions from Sales Letters

Clear Explanations from Sales Letters

The Use of Timely Topics in Sales Letters

Methods Used to Produce Action

Examples of Effective Closings from Sales Letters

#### SALES LETTER STYLE

For better understanding of prevailing practices in the writing of sales letters it will be profitable to read the analysis<sup>1</sup> given below. It is founded upon the study

. . . of 200 sales letters sent . . . to hardware, paint, sporting goods, automotive accessories and department stores. The study was made to

<sup>1</sup> "Sales Letter Style," *Printers' Ink Monthly*, January, 1939.

show prevailing practice in some of the physical aspects of letter construction. It is not suggested that the most common practice is the correct practice, or that the uncommon practice is the one to avoid. Letter writing is too fluid a medium to be bound by inflexible rules; too susceptible of individuality. Writers of sales letters, however, may be interested in having some basis of comparison against which to check their favorite salutations, closings, signature, forms and other component elements of sales letters. To that end, the accompanying analysis is offered.

*Inside Address.* Of the 200 sales letters surveyed only fifty-nine bore inside addresses. Here the cost of fill-ins is, of course, the deciding factor—with the advertiser himself the best and only judge. It was noted that several letters with poorly matched fill-ins would have stood to benefit had the fill-ins been eliminated entirely.

*Date.* One hundred and fifty-five letters bore the conventional date line consisting of month, day and year; four simply used the month and year, and one the season and year. Forty were not dated at all.

*Salutation.* Below, in the order of their popular use, are the more than two dozen salutations employed in the letters under analysis. The figure alongside each salutation represents the number of times it occurred. Noteworthy is the large percentage of letters without salutation of any kind and the wide variety of forms devised.

## SALUTATIONS

Gentlemen . . . . .	84
No Salutation . . . . .	46
Dear Mr. (or Miss) Smith . . . . .	12
Dear Sir (or Sirs) . . . . .	12
To All ( <i>name of product</i> ) Dealers . . . . .	10
Dear Friend . . . . .	4
To the Toilet Goods (or Window Shade, etc.) Buyer . . . . .	4
Dear Madam . . . . .	3
To Our Customers . . . . .	3
To the Trade . . . . .	3
Dear Buyer . . . . .	2
Dear Mr. Retailer . . . . .	2
Dear Customer . . . . .	1
Dear Dealer . . . . .	1

Dear Mr. Dealer . . . . .	1
Dear Paint Store Owner . . . . .	1
Dear Retailer . . . . .	1
Mr. Body Shop Manager . . . . .	1
Mr. Dealer . . . . .	1
Mr. Hosiery Merchandiser . . . . .	1
Mr. ( <i>name of product</i> ) Dealer . . . . .	1
To All Dealers . . . . .	1
To All Independent Retailers . . . . .	1
To All Progressive Dealers . . . . .	1
To Direct and Associate Dealers . . . . .	1
To Our Authorized Dealers . . . . .	1
To Our Retail Friends . . . . .	1

**Paragraphing.** The most popular style of paragraphing is block, leading the indented style 115 to 82. Three letters made use of a novelty style which might be called reverse indentation, wherein the first line of each paragraph is brought out to a point directly beneath the salutation and each succeeding line is indented.

**Special Headings.** About 25 per cent of the letters (51 to be exact) made use of a special heading of one kind or another. The special heading is sometimes employed as a substitute for the salutation. It is placed in no particular position—sometimes at the left, sometimes at the right and sometimes in the center. Specimen headings: “Sales Tested Values Are Your Best Xmas Investments,” “Proving a Cardinal Principle of Merchandising,” “Here’s the Big News! . . . Now Let’s Go!”

**Complimentary Closing.** Almost as varied as salutation forms are the styles of complimentary closings that have been called into play. Curiously, whereas forty-six letters failed to carry a salutation, only seven omitted complimentary closings. Tradition rides high in this department and the percentage of conventional closings is preponderantly high.

**Signature.** The accepted letter signature consists of the company name, typewritten in caps, the name of the writer written in pen and ink and the writer’s title. A variation inserts the name of the writer, typewritten, between the penned signature and title.

## EXERCISES

A. Read the following sales letters and judge them from the points brought out in your reports on sales letters as suggested at the beginning of this chapter.

## (1)

I am writing to tell you that there are some very attractive dinner dresses here now in the colors you like and I shall be delighted to show them to you whenever you find it convenient to come in. I do hope that you are planning to be in town soon—indeed I look forward to being of service.

## (2)

Since you are moving to our neighborhood may we take this opportunity of introducing our services to you. Knowing that you are confronted with many problems in getting settled, won't you let us help you save time, energy, and unnecessary costs in planning your new home?

On our premises we make fine upholstery, draperies, slipcovers, and specially designed lamp shades. We also do excellent furniture refinishing.

May our decorator call to discuss with you the furnishing or decorating of your new apartment?

## (3)

When you first moved to West Chester, we wrote to you inviting you to call and become acquainted with our officers, and we wish to remind you that when you are ready to make a local banking connection, we hope you will give us the privilege of serving you and your family.

Whatever you need—a checking, checking-master, thrift, or special interest account, a safe deposit box, or a loan—you will find every department thoroughly equipped to render you competent and courteous service based upon careful and thoughtful consideration of your individual requirements.

Looking forward to greeting you personally in the near future,  
I am

(4)<sup>1</sup>

How would you like to have your own library? Do you not have a corner in your home that would make a perfect background for the books which you would like to possess?

<sup>1</sup> From *The Business Education World*, September, 1939.

**Few joys can compare to the adventure of rummaging around old bookstalls for those first editions of the books we should like to own. The more interested we become in collecting, the more attention will we give to styles of binding, printing, and general characteristics. We will not be completely content with "any old copy." We shall want either an absolute first edition or else the beautifully illustrated edition published by Random House. Our sense of discrimination usually grows with the study and purchase of each new volume.**

(5)<sup>1</sup>

As you go through the morning mail, pick out the letter that you consider the best and tell yourself why you have chosen it. The answer doubtless will be that this particular letter was selected because it is legible, direct and convincing in style, distinctive in quality, correct in its mechanical set up or arrangement, and friendly in tone. Perhaps it has an individuality that gets attention and holds interest.

It is not enough merely to write a letter. We should know and practice the elements of good style and diction. Once we have learned what constitutes a good letter, we must practice writing until we gain facility in putting words and sentences interestingly together. Then we may put individuality into the letter and make the recipient feel "at home" with us.

Literature about our course of instruction will be sent to you on return of the enclosed card.

(6)<sup>1</sup>

If you have ever had the unpleasant experience of opening a closet door and being met by a fluttering moth, you will probably be glad to know something about No-moth.

It is a very unique device. Concentrated cedar oil with its fragrant aroma seeps through a wooden porous cup out of a bottle that is hung on the baseboard of your clothes closet. This fragrant odor of cedar, while pleasant to us, is destructive to moths, and, as it spreads through and permeates the entire closet, you have done much toward eliminating the danger from these destructive pests.

<sup>1</sup> From *The Business Education World*, September, 1939.

If you are not yet acquainted with No-moth protection, we recommend that you give No-moth a trial now, when the moths are most dangerous. The contents of each No-moth will last you one entire year.

The enclosed addressed postal card will assure your order immediate and careful attention.

(7)

No doubt you and members of your club are thinking seriously of a vacation spot during the summer. In Atlantic City you find all the things that go to make up a perfect vacation. Here you may choose between the full gamut of outdoor sports and the quiet and peace so many are seeking as a relief from today's super activities—home, business, and patriotic. Whatever mixture of the strenuous and the quiet you desire, it is yours here.

For example, along with bathing from rooms with private elevator and tunnel to the beach, we now have cabanas. Beach lovers enjoy the surf all day—with luncheon served right in their cabana. Bridge parties are frequent and favored, as are social dances (now with the added advantage, if desired, of instruction by the Harold Wells Studios).

Then, too, true to our record as a family hotel, our hostesses relieve parents by conducting beach parties and picnics for the children. Similar parties, as well as fishing parties, are arranged for adults.

A member of our staff will be at the Hotel Netherland Plaza on Tuesday and Wednesday, July 15-16, and will be happy indeed to receive a call from you if she can help you or any of your friends and associates in any way in completing arrangements for vacations.

(8)

**Suggestion:**

Mount your favorite broomstick and zoom through the October skies to the Blank for Hallowe'en. The frost is on the pumpkin and the hotel is on the alert to make history this Hallowe'en.

We have been rehearsing our entire cast of ghosts, goblins, owls, black cats, and witches for the big annual event. Under the spell of Libra, our fortune-teller is already getting that faraway look, preparatory to revealing the fulfillment of your fondest hopes.

On the realistic side, there will be apples, doughnuts, and cider in the spirit of the harvest moon. Doesn't this sound like fun?

Autumn is a lovely season in Atlantic City, as you know. The crowds have thinned, and there's something in the very air that is tonic to body and soul.

There will be music and dancing among the other festivities, and, all in all, we are trying to make this the best Hallowe'en season we have ever had. Can you join us? We'd be delighted to have you. A rate-card is enclosed, with space on the back for your reservation. Get it back to us as soon as you can, to be sure of the finest accommodations.

(9)

It was nice having you with us, and we hope you will come again soon.

We appreciate your patronage more than these few lines can tell you. We want you to think of this hotel as your home by the season and to come as often as you can.

If you have any suggestion for improvement of our service, I personally shall be delighted to receive it. Incidentally, have you two particular friends who ought to be getting our mailings?

Do come again soon, won't you?

**B. Write one or more of the sales letters indicated in the directions below. Before actually writing the letter, learn all you can about your commodity, be enthusiastic about it, visualize it, jot down its selling points, select not only a class but a person to whom you would make your appeal, and consider the selling points and the tone that would arouse his interest and finally induce him to buy your products. Then make a careful outline.**

The next step is an effective opening paragraph. Would a question, an exclamation, a quotation, a statement of fact, a news item prove most arresting?

What arguments or explanations will be most convincing to your prospective buyer? How should these be arranged? How should they be presented?

Finally, how are you going to change his approval into action that will induce him to buy your commodity?

1. Assume that you are the advertising manager of a school or college publication. Write to a publisher, a sporting goods company, or a neighborhood candy store, selling space in your paper.

2. Imagine your hobby to be photography, some form of collecting, sewing, athletics, or some other interest. Write a letter selling a product connected with this hobby.

3. Imagine that you are particularly interested in some improvement for your community: more recreation centers, a swimming pool, a library, tennis courts, a day nursery, a cleaner town, tree-lined streets, slum clearance, free clinics. Write a letter to arouse the action of a group that may bring about such a betterment.

4. As the owner of a country house, a camp, or a plot of land, write such a letter to a city dweller that he will want to inspect your property and finally buy it.

5. Write a letter addressed to secretarial students selling them a book that would be helpful to them in their chosen occupation.

6. Write a form letter addressed to businessmen to sell an office machine, a filing cabinet, or some other office equipment.

7. Assume that you specialize in graduation dresses. Write a sales letter to the adviser of a senior class of a girls' school setting forth the advantages of your material, styles, prices, and suggesting some special inducement for persuading the girls to buy their graduation outfits from you.

8. As the owner of a neighborhood bookstore, white elephant shop, or antique store, write a form letter to new arrivals in the vicinity, trying to interest them to patronize your store.

9. You wish to sell eggs and butter, vegetables, or fruit to people in a near-by summer colony. Write a sales letter that will interest them in your proposition of serving them.

10. Assume that you have a service, such as typing, bookkeeping, filing, mending, dressmaking, to promote. Select a group that would be interested in one of these services and write a sales letter to secure patrons.

## CHAPTER VI

# Letters Relating to Credit and Collections

### LETTERS OF CREDIT INFORMATION

When a company considers extending credit, the financial standing of the prospective purchaser must be determined before deciding whether credit should be granted and, if it is granted, to what extent.

To learn this, investigation of the following qualifications is necessary: personal character, business ability, financial standing. (Note that sometimes the financial standing of firms may be determined through credit rating books such as that issued by Dun & Bradstreet.)

Usually for a small account, a business house that is asked to grant credit may simply write letters of inquiry to several references supplied by the firm or by individuals seeking credit.

### EXERCISES

A. For an example of the type of letter just mentioned, read the following. Then write an answer assuring the correspondent of Mrs. Stevenson's ability to pay.

On April 15 Mrs. John Stevenson called at our branch store, 4406 Broadway, in order to purchase one of our electric sewing machines, priced at \$95. The machine was to be sold on the installment plan—\$20, the first payment, to be remitted upon delivery, and the remaining \$75 to be paid in five monthly installments of \$15 each.

Mrs. Stevenson referred us to you for information regarding her credit and ability to meet these installments.

## Letters Relating to Credit and Collections. 85

We shall appreciate any information you can give us regarding Mrs. Stevenson's financial standing, and shall consider it as confidential.

*B.* Read the following letters, which illustrate actual business practice in requesting credit information. Note how definite, compact, and courteous these letters are.

### (1)

Last week we received a large order from The Paterson Department Store, of Paterson, New Jersey, and your name has been given as a reference. We would appreciate any information concerning this firm's financial rating, responsibility, reliability, length of association, and promptness that you may care to give us on the enclosed form.

We trust we may be able to return this courtesy if the opportunity should arise.

*The enclosure*

Credit standing?

Prompt or slow payment?

Length of association?

Terms?

Are goods returned or countermanded often?

Have all accounts been settled?

Are unreasonable claims presented?

Are discounts taken when not entitled?

Remarks

### (2)

We have been requested to send some of our books for ten days' inspection to the person mentioned below, who informs us he is employed by you. The present order involves \$50.75.

He wishes to determine if the books will be of assistance to him before paying or agreeing to pay for them, and we would like to extend this examination privilege to him. Having once had the advantage of this privilege many of our customers use it frequently, which makes it necessary that we satisfy ourselves concerning their credit reliability at the time of their first orders even though the amount involved may be comparatively small.

Will you please return this letter with the information requested below. We are holding the order until we hear from you and since he is naturally anxious to have the books, we would appreciate very much a reply *by return mail*.

We enclose a self-addressed reply envelope for your convenience and we thank you now for your courtesy. You assume no responsibility whatever in giving this information.

Mr.

Occupation

Address

How long in your employ? \_\_\_\_\_ Age \_\_\_\_\_

Occupation \_\_\_\_\_ Married \_\_\_\_\_

Have you found him reliable? \_\_\_\_\_

Signature \_\_\_\_\_

(3)

*Confidential*

We have received an order for furniture valued at \$40.00 from Mr. Henry B. Small, of Avon, N. Y., who is a salesman in your employ.

It will be appreciated greatly if you will jot down at the foot of this letter your advice as to whether you would consider this individual a safe credit risk for the amount mentioned.

We should also like to know how long Mr. Small has been in your employ.

(4)

Thank you for your order. We can have the goods on their way to you within 24 hours of receipt of our regular order blank information.

This information (which was not given in full on your order) is required by our auditors, because of the large number of small accounts in our retail mail-order department.

The few lines to be filled in are reproduced below. We are rather proud of the brevity of this "credit" information we require of new customers. Most of our mail-order customers, once having given this information, have been on our books for years, taking advantage

frequently of our free-examination plan, with speedy attention every time at this end.

Will you please fill in the lines below, in full, so that we can get our books right off to you? Some of our customers who temporarily cannot fill in the "Position" and "Company" lines, send us the name of a bank or store with whom they do business and this is usually accepted by our auditors.

Name \_\_\_\_\_  
 Address \_\_\_\_\_  
 City and state \_\_\_\_\_  
 Position \_\_\_\_\_  
 Name of company \_\_\_\_\_  
 References \_\_\_\_\_

(5)

Thank you for your order of December 24.

In filling orders on an on-approval basis it is necessary for our credit file that we have the full name and address of your employer. This information was not complete on the order you sent to us.

Will you please supply the information requested below so our records will be complete. We can give your order prompt attention as soon as we hear from you.

*Please Print*

Position \_\_\_\_\_  
 Employer \_\_\_\_\_  
 Employer's Address \_\_\_\_\_  
 \_\_\_\_\_

(6)

I have in my hands a copy of the book that you ordered a few weeks ago. As I thumb through the pages of this stimulating book, I am saying to myself that you surely had a good reason for sending us your order. It is packed full of thought-provoking ideas that will prove of distinct value to you. The enclosed circular will give you a more detailed description of just what I mean.

When we first received your order, we suggested that since you had not done business with us before on a credit basis it would be necessary to fill in a coupon like the attached.

If you were in business on your own and I sent you an order by mail for the first time, I am sure that you would want to know something about me before you made your shipment.

Won't you, therefore, cooperate with us and send the information we seek, so that we can hurry along the book you ordered.

Name \_\_\_\_\_  
Address \_\_\_\_\_  
City and state \_\_\_\_\_  
Position \_\_\_\_\_  
Name of company \_\_\_\_\_  
References \_\_\_\_\_

C. Read the following answer to a letter from a credit manager who wished to know the standing of a prospective purchaser. Would the recipient find such a letter satisfactory?

We are pleased to say on behalf of Mr. Henry C. Kernan, of 94 Oak Street, Ridgewood, New Jersey, that we have known and done business with Mr. Kernan for the last six or eight years.

Our relations have always been agreeable and we have had numerous business engagements with him; we have always found him to be prompt and reliable and a man who considers his word his honor.

In his district and among the people throughout the region with whom he is associated, he is well respected and considered morally and financially responsible for his business engagements. We consider him as having good business judgment and are pleased to recommend him to those who may have business relations with him.

D. Prepare the letters described in the following instructions.

1. Assume that you are owner of an antique shop in Hyannis, Massachusetts. Mrs. Archibald Bronson has written asking you to send her at her home address in Pasadena, California, fifty dollars' worth of goods.

a. Write an order letter such as you might have received from Mrs. Bronson.

- b.* Write a letter to Mrs. Bronson requesting credit information.
  - c.* Write Mrs. Bronson's answer giving references.
  - d.* Write to Mrs. Bronson's references to obtain information on her ability to pay for these goods.
  - e.* Write an answer received from one of these references giving a favorable opinion of Mrs. Bronson's ability to pay. A letter of this kind should be so expressed that the writer makes it clear that he assumes no responsibility.
2. You are credit manager of the Perfection Stationery Company.
- a.* Write a letter such as the company might receive ordering fifteen dollars' worth of stationery with the request that a charge account be opened for the purchaser, Mrs. Charles Wentworth, and that the bill for the amount of this order be entered on the new account.
  - b.* Write asking Mrs. Wentworth for credit information.
  - c.* Write an answer from one of Mrs. Wentworth's references stating that she is not a good credit risk. Such a letter, because of the law of libel, must be expressed guardedly. Often such letters are so cautiously worded that some such expression as "the person mentioned in your letter of \_\_\_\_" may be substituted for an actual name.

#### LETTERS CONCERNING CHARGE ACCOUNTS

Business organizations sometimes write letters such as the following to people whose patronage they desire. The "enclosed card" to a bank and to individuals would doubtless ask for references that would establish the customer's credit.

#### EXERCISES

- A. Read the following examples of letters offering charge accounts to note their personal tone and the cleverness of their appeal.

(1)

Responsible names are always welcome on the books of a business house.

Please know that we shall be very glad to charge your purchases whenever you have occasion to call.

**As our two stores are really one, the account is available at whichever is the more convenient for you—Broadway at Liberty Street, or Fifth Avenue at 41 Street.**

(2)

**It gives me great pleasure to extend to you an invitation to become a charge patron of our company. There are no formalities—simply fill out and mail the enclosed card to me and our Department of Accounts will notify you promptly.**

**Our private fall opening—on Tuesday, September 16—will be one of the most beautiful collections that we have ever shown and I want you to consider this letter my personal invitation for you to be present.**

**I earnestly hope that we may have the privilege of serving you.**

(3)

**One woman out of every five listed in “The Club Women of New York” has a charge account in our store.**

**We should like to add your name to this distinguished roster and know that we can provide you with smart fashions for every part of your active day, at the lowest possible prices consistent with high quality.**

**You will find a charge account in our store of real value, and we have eliminated all formalities, other than the return of the enclosed card for identification.**

**It will be a pleasure to be of service to you.**

**B. Write effective form letters to fit the following conditions.**

**1. As credit manager of a store specializing in children’s wearing apparel, you wish to send a form letter to mothers of the neighborhood, offering a charge account. Suggest some special reason for opening an account at this particular time.**

**2. Assume that you are manager of a furniture store about to send a form letter to new residents of your neighborhood, offering charge accounts and stating advantages of such an arrangement.**

**3. You are responsible for preparing a form letter for a publishing house to send to teachers, offering to open a charge account for books.**

**C. Read the following actual letters sent to customers concerning their charge accounts. Note the friendly, informal tone and the “you” atti-**

tude. The absence of trite expressions is typical of the best kind of modern letters.

(1)

I hesitate to write again for fear of annoying you, but I am sincerely interested in knowing why you stopped doing business with us. I should be grateful indeed if you would tell me.

(2)

Our records indicate that we haven't had the pleasure of serving you for the past year, which must mean that we've given you some cause to withhold your patronage from us.

We'd like to make good whatever's wrong and hope you'll use the enclosed envelope to tell us how we can best do so.

Our spring stocks of clothing for men and boys are too good for you to miss.

(3)

Your continued absence during the buying season is a matter of deep concern to me. I like to keep in close touch with all our charge customers and to do everything in my power to make it a real pleasure to shop at our counters.

Our efforts to regain your patronage are but a slight indication of our appreciation of the favors you have shown us in the past and nothing would please us more than to be given the privilege and pleasure of serving you again.

The recent remodeling and enlarging of our store has enabled us to expand many of our exclusive shops and to show greatly augmented assortments of merchandise.

Please accept this letter as my personal invitation for you to come in and resume the use of your charge account.

(4)

We like to consider each one of our charge customers as a good friend, and it is our greatest wish always to hold her high regard and esteem.

Our records show that apparently you have not recently used your charge account with us. I am wondering whether our mer-

chandise or our service has failed to please you. It is a matter of concern to me for this establishment is founded upon the ideals of service and quality. I assure you that we want to keep your name on our charge register and continue to render the type of service that will please you.

If you will be kind enough to return the enclosed card, we can be certain that you are correctly listed in our records. And we shall feel honored to have you visit us again very soon.

(5)

The greatest asset which a business like ours can possibly have is the good will of our old customers, for all good business is founded more upon old friends than upon new ones.

It is, therefore, with regret that I note that we have not had the privilege of serving you for some time. At least, your charge account has not been used for several months.

It may be that you have overlooked its existence. At least, I hope that it is not because you are disappointed in any way with the Blank Company.

The new things, I think, are more beautiful than ever. I hope you will drop in and like them, but at all events I sincerely trust that, as one of our friends of long standing, you will let us know whether or not there is anything we can do to please you better.

### COLLECTION LETTERS

Consider and discuss the following statements by authorities on collection letter writing.

1. A good collection letter must also be a sales letter.
2. The writer of successful collection letters must know human nature. He must understand psychology and know how to apply it.
3. Businessmen have long since learned that the presentation of a bill is one of the most delicate of arts. It calls very often for a tact, a diplomacy worthy of an ambassador of state.

4. Of all the men and women who have chores to perform in business, none are more important than those who handle credit problems and write collection letters.

5. The collection manager must combine the points of view of the sales department and the credit department. He must remember that his company is in business to make sales, to obtain profits, and to hold good will.

### EXERCISES

A. A variety of topics for oral reports is given in the list below. These reports will be more valuable and interesting if students consult several books on collection letters and read examples to the class to illustrate their topics. The examples may be original or selected from actual letters or from books. The source, of course, should be mentioned.

The Purpose and the Importance of Collection Letters

Good and Poor Opening Paragraphs: a Contrast

The First Collection Letter

Tactless Collection Letters

Tactful Collection Letters

Letters to Dealers and to Consumers: a Comparison

Reasonable and Unreasonable Collection Letters: a Contrast

Adapting the Letter to the Individual Customer

Follow-up Collection Letters

Letters Appealing to Fairness and Pride

Sins of Collection Letters

Trite Wording in Collection Letters

Formal Notifications

Personal Appeals

Timely-topic Appeals

Threatening Collection Letters

Effective Appeals

Original Appeals

The Importance of Visualizing the Correspondent

General Cautions to Observe in Writing Collection Letters

Procedure followed by Department Stores in Collecting Accounts

B. Examine and discuss the following collection letters as a follow-up on the reports already presented to the class.

(1)

Last month you were good enough to say that you would send us \$10. on January 10.

We do not know whether or not you wanted us to send you a formal reminder about your pledge. If you did, will you not consider this letter in that light? Indeed, we would not write you about your gift now were it not for the fact that we are closing the campaign on the 16th of this month and would, if possible, like to have your gift by then.

(2)

I shall be so grateful if you will take the time and trouble to get your check to us in the very near future.

I do want to get my department's records in perfect order, and much more than that, I hate to keep bothering you with bills.

Please save me that embarrassment.

(3)

Your generous subscription to the United Hospital Fund was deeply appreciated by both the trustees of the fund and the hospitals. It will help them materially to continue their service to the needy sick.

The enclosed reply envelope is sent you for your convenience in making the payment on your subscription, which our records indicate you intended to make at this time.

(4)

Since you have always cooperated with us in the past, I feel we may rely upon you now to help us maintain your standard of payment on your account.

Just send us your check for \$95.75 in the enclosed envelope. This will be helping both yourself and us.

(5)

Two weeks ago we sent you a pleasant reminder of a charge against you on our books.

The Collection Manager tells me that your remittance has not been received.

Because it is my function to interest you in the sale of our books, it is naturally a reflection on me if the collection department gets the impression that you are not living up to the agreement we made that payment would be made thirty days after shipment.

I know that it is not your intention to delay payment any longer, so I am enclosing a self-addressed envelope ready to mail your remittance in.

C. Read the following series of collection letters to note their considerate tone and the omission of any hint as in the earlier letters that the delinquent may not pay.

Restate the substance of each letter in outline form.

### (1)

About thirty days ago we filled your order in accordance with the terms of our *ten day* free examination offer.

Since the period of examination, with the privilege of return, expired some time ago, we assume that your failure to remit the first payment on your account is a matter of oversight.

Accordingly, we show below the amount now due and request that you send us your check or money order promptly.

You will, we feel sure, recognize that the service of free examination to all our customers on our long list of technical and business books can only be maintained if those who send for books observe the conditions of the agreement.

Amount \$20.75

Payment now due \$20.75

### (2)

According to our records we have not yet received payment of \$20.75 which is now overdue.

You have, no doubt, received the original invoice, and our letter of recent date explaining that the examination period has expired.

"Please" and "Thank you" are the wonder words of the English language. When a really important matter has been overlooked and a pleasant courteous reminder is received with a cheerful "Please" and a hearty "Thank you," isn't it a pleasure to attend to it?

So please send us this remittance by return mail. Thank you!

(3)

Good morning!

To remind you—that's all.

Just a short note to let you know that we missed your payment. Anything wrong? If so tell us; because we are anxious to please in all our dealings.

May we hear from you by return mail?

(4)

In looking over our accounts, I find that you owe a balance of \$20.75. Our collection department advises me that it has made every effort to secure payment but that you have not responded.

Under the circumstances I can see no alternative but for me to pass your account to our attorney with instructions to collect. Before doing so, however, I am making this personal appeal, believing that you will remit this amount, or at least make a part payment now, advising when we may expect the balance.

Won't you please attend to this matter at once and thus keep your credit with us unblemished? If there is any error in our records I should be pleased to have you bring it to my attention and I shall investigate immediately.

D. Write the credit and collection letters that you believe will best satisfy the requirements of the following situations.

1. Mrs. Anthony Turner (supply address) owes the Dalton Paper Company (supply address) for stationery amounting to \$12.50. The company has already written twice to Mrs. Turner. Write a third letter asking her for payment.

2. Mr. McKay (supply address) has bought a dinette set on the partial payment plan from the Donaldson Company (supply address). The first payment, due in May, has not been received by the company. Write a letter notifying Mr. McKay of this fact.

3. Mr. McKay replies that he has not received the extension leaves for the table. Write a letter incorporating his complaint.

4. Write a letter from The Donaldson Company in answer to Mr. McKay's complaint.

5. Your employer, sales manager of The Drew Publishing Company (supply address), has sent three books on business English to a teacher on the understanding that payment is to be made or the books returned

unless enough copies are ordered for class use. As no answer has been received from the teacher, write her a tactful letter reminding her of the agreement.

6. Assume that your employer, the owner of the Enterprise Glove Shop (supply address), has asked you to write a letter to a reference given by Mrs. Alexander Cameron (supply address) in regard to accepting her as a charge-account customer. Make your letter brief, clear, and courteous.

7. Write the answer to the Enterprise Glove shop recommending Mrs. Cameron as a charge-account customer.

8. Your employer has received a request for credit from Alfred Bryce (supply address). Write a letter regretting that such a favor cannot be granted.

9. Mrs. Charles McAllen, 390 Lorraine Street, Richmond, Virginia, requests your employer, the owner of a dress shop (supply name and address), to accept her as a charge-account customer. Write Mrs. McAllen's letter and your employer's answer.

10. Your employer, who is opening a shoe store, has asked you to write a letter offering charge accounts to a selected list of women. Write the letter stating the advantages of such an account.

11. Write a letter from Mrs. Louis Van Allen accepting the offer of the charge account stated above. In this she gives the name and address of her bank and those of stores with which she has accounts.

12. Write Mrs. Van Allen a letter dated two years later, stating that her account has been inactive for some time. Ask if the service has been unsatisfactory. Express the desire of the store to please customers and to have Mrs. Van Allen's patronage renewed.

13. Your employer, president of the Blair Oil Burner Company, Yonkers, New York, writes to Raymond Burke, Carlisle, Pennsylvania, whose monthly payment on his oil burner is past due. Urge him to send a check at once.

14. The Cromwell Hat Company, Danbury, Connecticut, has received an order for hats amounting to \$325 from Blake & McHugh, Moline, Illinois. Write to Blake & McHugh thanking them for the order, but explaining that as the firm has no account with them and as you have no information regarding their credit responsibility, you cannot send the merchandise until you have some information regarding the firm's financial standing.

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## CHAPTER VII

# Letters of Application, Reference, Recommendation, Introduction

### THE LETTER OF APPLICATION

**T**HE order usually observed in a letter of application is the following: the reason for writing the application, personal data, education and training, experience, references, effective close to stimulate action. Although this plan may be lacking in originality, it need not be dull or commonplace. The language and the autobiographical material give scope for individuality of both expression and subject matter.

### EXERCISES

A. Read the following article and letter of advice about writing a letter of application. Use these suggestions in criticizing the letters of application on pages 103 to 108 and in writing the letters in the exercise on pages 108 and 109.

(1)<sup>1</sup>

Here are some suggestions which have aided many thousands to write more effective application letters. They are suggestions rather than iron-clad rules. We have seen letters that didn't follow all these points and yet produced good results.

#### **Some Things to Do**

1. Before you write your letter, list all the characteristics and experiences desirable for the job you want. You will have some of them. Opposite each of the qualifications that you do possess, note how you

<sup>1</sup> By Sidney and Mary Edlund, "Planning and Practice for Job-hunting Students," *The Business Education World*, March, 1941.

can demonstrate to a prospect that you have it. For example, if the job requires accuracy, you may be able to demonstrate this quality by your grades in school, by written comments of others who have observed this characteristic in you, by an example of work well done that required unusual accuracy, and by the letter you write.

2. In your letter, address an individual. Use full name and give his correct title.

3. Offer a service instead of looking for a job. For example, the young person who wants a job as a salesclerk in a retail store can offer an unusual service if he shows the proprietor that he has an idea of how to send customers away happy. The secretary is offering a service if she demonstrates not only her stenographic skills but also proves that she has initiative and does not have to be told twice.

4. Indicate what you can do in a manner that appeals to your prospect's self-interest.

5. Show you have an appreciation of the functions of the job you are seeking.

6. If possible, show genuine interest in the work.

7. The courses you have taken in school are not so important as the skills you have acquired in those courses. You may have taken a course in bookkeeping, but the important thing is that you can satisfactorily open and close a simple set of books.

8. The work you have done is not so important as the work your experience fits you to do for your prospective employer.

9. Sell, first, that which is of most interest to your prospect. If you are going after a stenographic job in an advertising agency, your opening sentence should indicate your stenographic skill and your interest or experience in advertising. You may then devote a paragraph to demonstrating your stenographic skills, and another to your interest in advertising.

10. Be specific about the kind of job you want.

11. Be specific about your qualifications.

12. Be specific about the results you have obtained.

13. Use facts, examples, or statements by others rather than your own opinions of yourself and your past work. For example, instead of saying that you were a good salesclerk for Knox Shoe Store, it would be better if you could state that on several Saturdays your sales were over \$100; that many returning customers asked specifically for you.

14. To gain attention, be an individual. Stand out from the crowd. Write a letter that no one else could sign—because it describes *you*. You will be different if you are specific and if you appeal to the interests of the prospective employer.

15. The opening sentence, in particular, should arouse interest. This is usually done not by generalizations, but by coming to the point at once. For example "As your stenographer, I'll take your dictation accurately; in a minimum time you will find on your desk letters that you will like to sign."

16. Make a strong closing—one that suggests action by the person reading your letter.

17. Be your best self.

18. Be sincere.

19. Express yourself naturally; avoid stereotyped business phrases.

20. Use restraint and modesty in expressing opinions.

21. Strive for brevity. Edit and re-edit your letter. Cut out all words, phrases, and sentences that do not help to show that you can do the work well. We do not mean that your letter should be short. A long letter may often be very useful, but it must continue to build interest throughout.

22. Check carefully to see that the grammar, spelling, and punctuation are correct.

23. Type your letter on good stationery (not social or hotel stationery).

(2)<sup>1</sup>

Dear Senior:

You have asked me to tell you something about a letter—a letter which will—for some of you—be the most important one you will ever write. A letter which will transport you to an active place on the pay roll, instead of to some unhappy position between the folders of the A-Z files. A letter which will insure an interview; a letter which may help to cross the hurdle of that interview—which will open the door to the goal "Career."

<sup>1</sup> "Dear Senior," by Hyla Snider, Connecticut College, New London, Conn., an impromptu letter to college seniors, which was used as part of a talk on "The Application Letter," *Printers' Ink Monthly*, September, 1939.

You have asked me about "writing" a letter of application. That is an easy task. The difficult thing is "thinking" such a letter. A lot of thinking and a little writing is the proper proportion of any compound which you might concoct. The rest of the recipe is as follows: Mix together a fair amount of enthusiasm, a dash of confidence, and a full measure of your training and experience.

In casting about for a single word which should be descriptive of the letter which you are to write, I have chosen the word "sparkle." It will be necessary, however, to choose the proper meaning, the correct shading, of this term. Webster says that "sparkle" means "a little spark"—"a gleam," "a flash." Also, it is "a scintillation." I believe that "a little spark" is more meaningful for our purpose. A ready wit is the most useful of gifts, but we should reserve that endowment for a more urgent need. We should avoid, then, a proclivity for scintillation, but should—through what I hope is no more than natural expression—inculcate *a little spark*, so that the message will contain a bit of liveliness; so that it cannot be termed "dull," "indifferent," or "lacking in character."

Do not write this letter at all if you are uninterested in, or vague about, the achievement under consideration. Find the thing you wish to do, the undertaking for which you are best prepared, and write a straightforward, sincere letter which tells why you think you will be useful in such a rôle. Curb your desire to express your interest in the position sought because "it fascinates you," or "because you have always wanted to live in Boston."

When you have decided to enter a contest, consider the importance of that competition. Remember that in a race of ten, nine are going to lose, and that instead of nine, there may be ninety-nine. Write your letter with a thought for the ninety-nine, who you know may share your enthusiasm, your eagerness, and perhaps even your fitness, for the coveted position. Dress your letter up, then, in good, but simple language; prepare it with regard for accuracy and beauty, and send it along with a hope and a prayer.

Sincerely,

**B.** Look up one of the following topics and make an oral report upon it.

1. The Importance of the Letter Picture
2. Effective and Weak Opening Paragraphs

3. Characteristics of Good Letters of Application
4. Examples of Effective Letters Read and Discussed
5. Characteristics of Poor Letters of Application
6. Examples of Colorless Letters Read and Discussed
7. Good and Poor Concluding Paragraphs Contrasted
8. Suggestions and Cautions for the Writer of an Application Letter

C. Read the following letter<sup>1</sup> to note its tabulated form and the specific requirements demanded by the writer.

Dear Mr. Smith:

Will you help me to locate the right person for the position described in this letter?

We wish to secure the services of an honest, superior, outstanding woman to be the secretary to Mr. E. T. Johnson, manager of the sales division of our company.

The following qualities are necessary:

1. Type at least sixty words a minute and take notes rapidly.
2. Use correct English in speaking and in writing.
3. Be able to plan and turn out work with dispatch.
4. Have dignity and charming manners.
5. Should not depend on politics for success.
6. Have training and previous experience in business.
7. Work with a constant desire for improvement.

These qualities are desirable:

1. Be acquainted with the industrial problems of the city.
2. Be an active member of one or more educational clubs and a religious organization.
3. Be between the ages of twenty-five and thirty, or younger.
4. Approximate height, 5 feet 5 inches. (This is important because of the arrangement of the files.)

General duties of the position are:

1. Answer all daily correspondence.
2. Meet office visitors; answer telephone calls.
3. Keep files of customers and prospects.

<sup>1</sup> FORKNER, L. H., OSBORNE, A. O., and O'BRIEN, J. E. *Correlated Dictation and Transcription*. Boston, D. C. Heath and Company.

4. Make the daily appointment schedule.

Check on reports of salesmen and results obtained; submit plans for work to be done.

6. Keep a simple record system of accounts, including itemized statements of daily expenses in office.

7. Make weekly office reports.

The position is now open and will be filled as soon as possible. It will pay \$1500 a year, and expenses when traveling for the company. If the person employed gives satisfaction, the salary may be raised at the end of the first year.

Working conditions in our city are good; living expenses are reasonable; opportunities for worthy use of leisure are numerous.

Please ask the person who makes application to give all the details in the first letter and to enclose a good, clear photograph, which will be returned within three days.

I shall greatly appreciate any assistance you give me in securing the right person for this position.

Very truly yours,

**D.** Read the following letter to note the form of the heading used in an answer to a newspaper advertisement in which a number is substituted for a name. How could the material in the body of the letter be improved?

5 Cliff Way  
Larchmont, New York  
September 3, 19—

N 452  
New York Times  
Times Square  
New York, N. Y.

Dear Sir:

Your advertisement in The New York Times states that you are looking for a stenographer who has some knowledge of business office routine.

I am a graduate of the Somerville High School, Somerville, Massachusetts. I have had three years' experience with the law firm of

Graham and Graham, 500 Fifth Avenue, New York, where I worked in the stenographic department. I can take dictation at ninety words a minute and can transcribe my notes neatly and accurately. In addition, I have studied two years of bookkeeping and have had experience in geographical, chronological, alphabetical, and subject filing. I can operate both the Monitor and the plug switchboard.

I shall greatly appreciate an interview to permit you to test whether or not I am fitted for the position.

Yours truly,  
*Ethel Canfield*

E. Read the following letters and be able to give a definite opinion of each. If you were an employer receiving these letters, which would impress you favorably, which slightly, which unfavorably? Select two applicants you would interview.

(1)

In answer to your advertisement in this morning's "Eagle" stating that you wish the services of an *efficient* stenographer, I wish to make application for the position.

I have had two years' experience as a stenographer with Blake Brothers, 911 West Van Buren Street, Chicago. Because of illness in my family, I find it necessary to move to California and must resign from my position here.

Several members of Blake Brothers have given me letters of recommendation in which they speak highly of my work and my ability. I think that my educational background and my business experience would also meet with your approval.

May I have the privilege of an interview?

(2)

I read with particular interest your advertisement in this morning's Times, since I feel I am particularly fitted for the position now open in your firm. May I state the reasons why?

1. I am twenty-two years of age, ambitious, eager to learn and to advance.

2. I feel my education should be an asset to me in my endeavor. I was graduated from Exville High School, Exville, Maine, as valedictorian of my class in 1940. This was supplemented by a very thorough secretarial training at Pratt Business School, 400 Madison Avenue. Since that time, I have studied selected subjects, such as Secretarial Correspondence at Columbia University, Review of English Grammar at Hunter College, and several courses at the School of Good Speech.
3. My experience in a secretarial capacity with a Class "A" real estate concern has given me a true understanding of real estate, its problems, and phraseology. I was connected with this firm for two and a half years, and during that time learned every phase of the business.  
This experience was preceded by a rather varied background which has given me an insight into other lines. This background included secretarial positions in the U.S. Collection Agency, the Bland Rayon Association, and the Woman's Magazine.
4. Real estate is the field in which I am most interested and happiest. Therefore, the long hours are no drawback. I should be perfectly willing to work overtime when necessary.
5. My stenography has always been accurate and I take a particular delight in turning out work which is a credit to the firm I represent.

May I have the opportunity of an appointment with you, at which time I may further present my qualifications?

(3)

I have learned through Mr. Henry Brooks that you have a secretarial position open in your office. I should like to be considered as an applicant for this position.

Age                      Nineteen years

Education      I am a graduate of Washington Gardner High School, Albion, Michigan. In May I completed a two-year secretarial course at Columbia University, New York City. In this course were included stenography, type-

writing, commercial Spanish, English composition, and secretarial correspondence.

**Experience** After I was graduated from high school, I worked for fourteen months as order clerk in the office of the City Steel Products Company at Albion. This position, which called for a high degree of accuracy, gave me a thorough knowledge of office routine. I also worked in that same office last summer. Among the positions I filled at that time were those of secretary to the president and purchasing agent of the company, file clerk, and dictaphone operator. As a requisite of the course at Columbia, I successfully completed the prescribed period of office practice in one of the offices of the University.

**Special assets** My work in English composition and secretarial correspondence has taught me to write clearly and concisely. As a result of my training in commercial Spanish, I can translate accurately from Spanish to English and from English to Spanish. I understand the language and speak it correctly, although not rapidly.

**References** Mr. J. J. Miller, Room 509, Broadway and 115 Street, New York City.  
Mr. C. Reginald Smith, Treasurer, City Steel Products Company, Albion, Michigan.  
Rev. A. G. Sherman, 506 South Superior Street, Albion, Michigan.

The position in your office is especially attractive to me since my whole education has been planned with the hope that I might obtain work in the foreign department of a well-known organization.

I shall be glad to call at your office for an interview at any time convenient to you.

(4)

Miss Mary Johnson, a friend of mine and a member of the Women's City Club, has just sent me a copy of the notice posted on

the Club Bulletin Board regarding a secretarial position in your office.

It just happens that at the present time I am a secretary in a similar organization. Because of the uncertainty of the prospects for future advancement in my present work and because of my experience of the past five years, I am interested to learn more about this position.

I was graduated from the Secretarial School of Simmons College in Boston, Massachusetts, in 1938. In the early fall of that year, I left home, which is just outside of Boston, to take my first job as secretary to the Rector of Trinity Church, Pittsburgh, Pennsylvania.

This is a downtown church, with a community idea of service. In connection with the church there is a cafeteria which serves about 1,300 girls each noon at a minimum cost, and also a girls' club with a membership of about six hundred. As private secretary, I also acquired some knowledge of social-work organization.

In 1940 I came to New York City as a secretary in the office of the National Director of the Girl Scouts. During the past three years, I have worked in this office for the director, her assistants, and various members of the Board of Directors. I have also handled the mail of one of the Board members while she has been out of the city.

I have given you this background to explain my belief that I can qualify as a first-class stenographer and typist; that I have some knowledge and training in social work and in social secretarial duties; and that my entire experience has been in the social work field.

As yet, I have not had a great many opportunities to demonstrate executive ability, but I have enjoyed working with people and have found it comparatively easy to get others to work with and for me.

If you would be interested to talk with me, I should be glad to come to the office some noon hour between twelve and two o'clock, or after five in the afternoon, whichever time is convenient for you to see me.

**F. Write three or more of the letters concerning applications described here.**

1. Write an answer to the following advertisement:

**STENOGRAPHER**—Office offering permanent position: girl considering future and security preferred; real estate or legal experience an advantage, but not a necessity; state experience and salary desired. X230 Herald

2. Write a letter of application for a position as secretary to a president of a publishing house. Assume that you are a college graduate and that you have had special training and experience that fit you to hold such a position.

3. Assuming that you are a business-school graduate without experience, write a letter applying for a position such as you think you could fill. Give training and stress characteristics that would enable you to do the work efficiently.

4. A popular novelist needs a stenographer who can type his dictation. Show in a letter that you are qualified for the position.

5. A busy theatrical producer wishes a secretary possessing diplomacy and tact. Write an effective application for the position.

6. A principal of a private school wishes a secretary who is a college graduate interested in school problems. Apply for the position, stating your qualifications and your interest in such work.

7. Write an answer to the following advertisement:

**SECRETARY-STENOGRAPHER** wanted immediately permanent position Maine city. Desirable qualities: mature in age and judgment with initiative and pleasing personality, accurate and dependable. Law or advertising agency experience helpful. Write fully giving salary requirements. P. O. Box 21, Lewiston, Maine.

### THE LETTER OF REFERENCE

When an employer receives a letter of application and is pleasantly enough impressed by it to wish to learn more about the applicant, he usually writes to the references, inquiring about the prospective employee's ability, education, and character. When the position is a subordinate one, such a letter—called a letter of reference—is usually brief, simply asking about the applicant's general training and character; but, when the position is one of responsibility requiring special qualifications, the letter may con-

tain many definite questions or a questionnaire may be included.

### EXERCISES

A. Read the following letter to note that since the position to be filled is a comparatively unimportant one, the information asked for is of a general character.

An application for a position in our stenographic department has been sent to us by Mr. John Stanton, who has given your name as a reference.

We should appreciate any information that you might be able to give us in regard to Mr. Stanton's ability and character.

B. Read the following letter to note that since the position to be filled is an important one, the information asked for is definite and detailed.

Olive Horton has applied to us for a position as correspondence supervisor. On her application she stated that she had been in your employ for three years and that she was looking for a new position because the department in which she worked is being discontinued.

Since we require a record of character and ability of all applicants we shall appreciate your answering the following questions concerning Miss Horton.

1. Does her education and training fit her to hold the position of correspondence supervisor?
2. Has she had experience in your firm in supervising an office force?
3. Is she tactful in giving directions?
4. Is she well poised emotionally?
5. Can she adapt herself readily to changing situations?
6. Do you place full confidence in her integrity?
7. What do you consider her chief qualities of strength and of weakness?

### THE LETTER OF RECOMMENDATION

**Request for a Letter of Recommendation.** Usually when an individual asks for a letter of recommendation, he should include in such a request (1) the dates of his connection with the company, (2) his position and salary

while with the concern, (3) the kind of position he is applying for, (4) appreciation for the letter.

#### EXERCISE

1. Write to a former employer, Mr. A. R. Mason, explaining that you wish to leave your present position to work as secretary with M. Kinley & Company (supply address). Ask Mr. Mason to send a letter of recommendation for you to M. Kinley & Company.

2. Write to ask a former employer whom you have not seen for several years to send you a general letter of recommendation.

#### **General and Specific Letters of Recommendation.**

Letters of recommendation are of two kinds: the general, "To whom it may concern"; and the specific, written to a definite person or firm often in answer to a request regarding an applicant.

In the general letters, which carry less weight than the specific, no inside address or complimentary close is used. The words *To whom it may concern*, which represent the salutation, are usually written either without capitalization or with every letter capitalized, as TO WHOM IT MAY CONCERN.

#### EXERCISE

Read the following letters and be able to give reasons for your opinion of each. In judging them, take into consideration the following points: clearness, conciseness, sincerity, effective use of words, originality of expression, effect on the correspondent.

25 Maple Drive  
Ridgefield, Conn.  
June 5, 19—

To whom it may concern:

Miss Clara Winter has been an invaluable secretary-housekeeper to me. She is not only thoroughly trained and experienced; but she has natural gifts that fit her to be of service to a busy woman with a

large household. She is loyal, dependable, patient, and sweet-tempered. She adapts herself with entire satisfaction to every department of the household. Miss Winter is an excellent shopper; and, on occasions when she has chaperoned young people for me, she has proved herself most acceptable, both to the young people and to me. Few women can fill a resident-secretarialship as Miss Winter does (so few, indeed, that I never found anyone else who was really satisfactory) but I can think of no household—however difficult—where she would not be valued in this capacity.

*Deborah L. Johnson*

(2)

TO WHOM IT MAY CONCERN:

Miss Gertrude Mabon has been connected with this company for nearly seven years, commencing as stenographer and working up to the position of private secretary and assistant manager in this office. A change in the organization of the company makes it desirable for Miss Mabon to make a change in the near future, consequently this letter in her behalf, hoping that it will be of assistance to her in securing a position worthy of her ability.

Miss Mabon has practically had charge of our office force for a number of years, and demonstrates her ability to handle people, working with them in a pleasing and congenial manner.

I do not hesitate to recommend her for any position to which she will aspire, because I know her to be a young woman of ability along her line of work, with fine personality and character. Her seven years with this organization have demonstrated that she is honest, reliable, energetic, and worthy of the confidence of her employer.

*George U. Nevers*  
Treasurer

GUN/lrs

(3)

To whom it may concern:

Miss Barbara S. Lawrence has been for two years my personal secretary. She is now leaving me because I am unable to offer her the assurance of increased salary, which her efficiency and ability merit.

During a year while I was absent in San Francisco, she was in charge of my office and handled its work with skill and success.

Her memory, quick comprehension, attention to details, wide experience, fidelity, accuracy, and ability to carry responsibility have made her exceedingly valuable.

It is with deep personal regret that I am letting her go.

(4)

To whom it may concern:

This will serve to introduce the bearer of this letter, Miss Gladys Peabody, who, after five years of employment with this company as secretary and stenographer to the Eastern Manager, has tendered her resignation in order that she may seek further advancement in her profession.

Her resignation has been accepted with the keenest regret of her employers and only because of the fact that she now occupies the most advanced position available and the advancement to which she is justly entitled cannot be provided.

Miss Peabody's character and ability are such as to qualify her for any secretarial position requiring unquestioned tact, honesty, dependability, and loyalty. She is trustworthy, conscientious to a high degree, extremely accurate, and efficient and has served her employers during the past five years with an unusual degree of loyalty and self-sacrifice.

It is with the greatest pleasure that I recommend her for any position of extreme responsibility, knowing that she will make good under any and all circumstances.

(5)

For the past ten years Miss Mary McBreen has been my confidential secretary. She is an exceptionally competent young woman, possessed of unusual intelligence and a splendid personality. I have varied interests in my business, several of which I have recently undertaken, and have found Miss McBreen as capable in each new venture as in the old. She is an expert stenographer and a most efficient secretary, having handled many details and a part of my correspondence on her own initiative. She is honorable in all her

dealings and is a splendid character. I would not ask for a better secretary than Miss McBreen has been to me.

I regret that she is leaving me, and I most heartily recommend her in the highest terms to anyone seeking the services of an executive confidential secretary.

(6)

I am very glad, in reply to your letter of November 22, to recommend Miss Helen Johnson. Miss Johnson obtained her Ph. D. from this University a year ago under my direction and has since been assisting me in my laboratory work.

She has shown herself capable of following directions in setting up apparatus, as well as in carrying out important experiments without aid. She is thoroughly grounded in the fundamentals of physics and chemistry and would be entirely capable of conducting your laboratory.

I heartily recommend Miss Johnson as a young woman of unusual ability in the field of physical chemistry. She has proved so careful, painstaking, capable, and enthusiastic that it has been a genuine pleasure to work with her.

**The Letter Refusing Recommendation.** When recommendation cannot properly and honestly be given, the letter of refusal may be a brief and frank but courteous statement of the reason why the request cannot be granted.

#### EXERCISE

Read the following examples to note how a letter refusing recommendation might be worded.

(1)

In answer to your request for a recommendation to be sent to Johnson and Johnson, I feel that I am not well enough acquainted with your work and character to be able to write such a letter for you.

You may recall that you were with us a short time—about six weeks—during which period I was called to our New England office.

I had, therefore, little opportunity to observe your work or to arrive at an estimate of your character or ability.

I am sorry that I cannot truthfully give you the recommendation you desire.

(2)

In answer to your request for a recommendation from Exville High School, I regret that I cannot furnish you with one. If you review your work here, you will, I am sure, recognize the fact that I could not conscientiously recommend a girl whose record bears the following notes over and over: late, tardy, homework not done, discourteous attitude.

I am sorry that I am unable to do as you ask, but I regret still more the fact that you did not make the most of your opportunities in this school.

### EXERCISE

Consider the case of each of the letters of recommendation called for below, and make your letters such as you would be glad to receive under similar circumstances.

1. Write a letter of recommendation for an exceptionally competent accountant who is applying for the position of credit manager in a department store.

2. Write a letter of recommendation for a high-school graduate without experience who wishes work as a saleswoman in a dress shop.

3. Recommend a college graduate for a scholarship offered for a year's study in Chile by a North American Federation.

4. As personnel director of a department store, write a letter of recommendation for an employee who has applied for the position of buyer, adjustment manager, or advertising manager of a department store in another city.

5. In answer to a request for a general letter of recommendation, write such a letter for a dressmaker, a milliner, or an upholsterer.

6. Write a recommendation for a friend's son, who wishes a summer position. Assume that the boy is inexperienced, but that he is intelligent, healthy, and reliable.

7. A college instructor has been asked by a placement bureau to write a recommendation for an applicant for a secretarial position.

Write the letter, stressing the type of work done by the applicant in college, her social background, and training, which especially fit her for the position.

8. Write a letter of recommendation for a chauffeur, a gardener, or a caretaker, who is going to another state.

9. Write a letter to a friend recommending a hotel, a club, or a sanitarium.

10. Write a letter recommending a play, a book, or a concert to a friend who has asked your opinion.

#### THE LETTER OF INTRODUCTION

Letters of introduction are closely related to letters of recommendation. The purpose is sometimes the same—the securing of a position for the person recommended or introduced. The letter of introduction, however, often serves simply to bring together friends or acquaintances for some mutual advantage—sometimes business, sometimes social.

#### *Examples*

Walter Hines Page writes to Theodore Roosevelt introducing the Archbishop of York:<sup>1</sup>

Dear Mr. Roosevelt:

The Archbishop of York goes to the United States to make some observations of us and of our ways and to deliver addresses—on the invitation of some one of our church organizations; a fortunate event for us and, I have ventured to tell him, for him also.

During his brief stay in our country, I wish him to make your acquaintance, and I have given him a card of introduction to you, and thus I humbly serve you both.

The Archbishop is a man and a brother, a humble, learned, earnest, companionable fellow, with most charming manners and

<sup>1</sup> HENDRICK, BURTON J. *Life and Letters of Walter Hines Page*. Boston, Houghton Mifflin Company.

an attractive personality, a good friend of mine, which argues much for him and (I think) implies also something in my behalf. You will enjoy him.

I am, dear Mr. Roosevelt,

Sincerely yours,  
Walter H. Page

James Russell Lowell introduces William Dean Howells to Nathaniel Hawthorne:<sup>1</sup>

My dear Hawthorne,

I have no masonic claim upon you except community of tobacco, and the young man who brings this does not smoke.

But he wants to look at you, which will do you no harm, and him a great deal of good.

His name is Howells, and he is a fine young fellow, and has written several poems in the "Atlantic," which of course you have never read, because you don't do such things yourself, and are old enough to know better.

When I think how much you might have profited by the perusal of certain verses of somebody who shall be nameless—but, no matter! If my judgment is good for anything, this youth has more in him than any of our younger fellows in the way of rhyme.

Of course he can't hope to rival the *Consule Planco* men. Therefore let him look at you, and charge it

To yours always,  
J. R. Lowell

### EXERCISES

Write a letter of introduction suitable to each of the following cases.

1. Write a letter to a friend, the owner of the Gift Mart of Atlantic City, introducing Miss Margaret Bennett, who is planning a trip to Mexico to collect unusual merchandise suitable for gift shops.

2. A friend wishes to obtain some information concerning details of personnel management in a department store. Introduce him by letter

<sup>1</sup> From *Letters of James Russell Lowell*, ed. by Charles Eliot Norton. New York, Harper & Brothers.

to the manager of such a department, asking that he be granted an interview.

3. Assuming that you are a publisher, write a letter to a publishing house, introducing a writer whose manuscript seems to you excellent but not the type of work published by your company.

4. As the author of a successful book, write a letter to a literary acquaintance introducing a young writer of promise.

5. Write a letter to a business acquaintance, to a society woman, or to a politician, introducing a young newspaper writer who wishes an interview.

6. Assuming that a friend has asked your advice in regard to an architect for a summer house, write a letter introducing an architect who has had special training in planning such houses.

7. Assuming that you are a real estate broker, write a letter to a broker in a distant city introducing a client who wishes to buy a home in a good residential neighborhood.

8. Write a letter introducing a young friend from Connecticut who is moving to Pasadena to an old friend now living in that city.

## CHAPTER VIII

# Interdepartmental Notes, Semibusiness Letters, Personal Letters and Notes (Informal, Formal)

### INTERDEPARTMENTAL NOTES

**I**N LARGE organizations, notes of inquiry and information are frequently sent from one department to another. Such notes should carry the name of the addressee, when necessary the name of his department or his room number, the name of the writer (not his initials), and the date. The word *Dear* in the salutation, and the complimentary closing, *Yours sincerely*, are usually omitted.

Since different organizations may have different procedures for interdepartmental notes, the new employee should become familiar with the particular forms used.

#### *Examples*

Miss Cook

Printing schedules for the catalog are as follows: June 23, two machines; June 26, ten machines.

C. S. Kelly

June 20



Mrs. Stone

Would you be willing to act as chairman of a committee to arrange a luncheon in June for Miss Allen, who is leaving us to take a position in Dallas?

*Edith Archibald*

May third

## SEMIBUSINESS AND SOCIAL CORRESPONDENCE

As a secretary may be called on by her employer to write letters that are of a semibusiness or even of a social nature, she should know the correct form for such letters, which differs from business correspondence in make-up, as well as in tone and subject.

**Form of the Semibusiness Letter**

*The Heading.* Like the business letter, the semibusiness letter may be typewritten, but the formal appearance is usually modified by placing the inside address in the lower left-hand corner flush with the margin instead of above the salutation or by omitting the inside address entirely. The date line is usually placed, as in a business letter, flush with the left-hand margin below the letterhead, or below the address on paper without a letterhead.

*The Salutation.* The salutation in a semibusiness letter should never carry such a formal greeting as *Gentlemen*, *Dear Sir*, or *My dear Mr. Blank*, but should read *Dear Mr. Blank*, *Dear Mrs. Blank*, or *Dear Miss Blank*.

*The Inside Address.* When an inside address is used, the punctuation following the salutation should be a colon; when the inside address is omitted, the punctuation may be a colon or a comma depending on the tone and the subject of the letter.

*The Complimentary Closing.* The formality of business closings such as *Yours truly* or *Very truly yours* are inappropriate for a semibusiness letter. *Very sincerely yours*, *Faithfully yours*, and *Cordially yours* are more suitable and more con-

sistent with the personal tone the writer wishes to convey.

*Block or Indented Style.* In these semibusiness letters block style, modified block style, or indented may be used; but probably the modified block style, that is, the block form in letter parts with the indented form in the body of the letter, is the most popular. This looks less businesslike than the extreme block style and many business men consider it more up-to-date and more attractive than the consistently indented style.

**The Subject of the Semibusiness Letter.** Letters of this type embrace a wide variety of subjects. Some of the most usual, probably, are letters relating to club matters, as invitations to speakers, acceptance or refusal to address associations; invitations, notes of acceptance and regret to functions that could not be classified as purely social; letters of congratulation to acquaintances who have won recognition in business, politics, or professional life; letters of appreciation in answer to such letters of congratulation; letters expressing gratitude.

**The Tone of the Semibusiness Letter.** To prescribe the tone of such letters would be presumptuous and absurd, as the best letters of this type express the personality of the writer and, therefore, cannot be run into a mold. Originality of ideas and expression, sincerity, friendliness, but not cheap cordiality, and avoidance of stiffness and of stereotyped expression should characterize these letters which steer a middle course between the formality of the strictly business letter and the informal, personal tone of purely social correspondence.

## EXERCISES

A. Examine the following notes to compare them in form and tone with business letters.

(1)

200 Euclid Avenue,  
Cleveland, Ohio,  
September 24, 19—.

Dear Miss Palmer:

The members of our Friday Club invite you to give your lecture on Latin American costumes and customs before our group on the afternoon of October seventh or November eighth at three o'clock. We hope that your many engagements will not prevent you from accepting our invitation and that you will let me know your terms for the lecture.

Yours sincerely,  
*Mary Haycraft*  
President

Miss Anita Palmer,  
Hotel St. Clair,  
Columbus, Ohio.

(2)

350 Fifth Avenue  
New York, N. Y.  
September 10, 19—

Dear Miss Whitcomb:

Welcome back to town, to work, and to your friends. I hope to hear when I call upon you that you have had a pleasant and restful vacation and are looking forward to the winter with the best of spirits.

I know you will be interested in the new art books I have to show you on September seventeenth when I shall call at your office.

Cordially yours,  
*C. H. Dana*

Miss Florence Whitcomb  
Haaren High School  
New York, N. Y.

(3)

5 Cliff Way,  
Larchmont, N. Y.,  
May 1, 19—.

Dear Mrs. Leslie:

Since Mr. Tilden has been called to Boston because of the serious illness of his daughter, he will be unable to be present at the luncheon given by the Civic Improvement Society, May fifth. He wishes me to tell you that he regrets causing you the inconvenience of finding a speaker at the last minute and that nothing of a trivial nature would interfere with his plans to be present at the dinner.

Yours sincerely,  
*Ernestine Canfield*  
Ernestine Canfield  
Secretary to Mr. Tilden

Mrs. Edward Leslie,  
128 Broad Street,  
Bloomfield, N. J.

(4)

1417 Sixth Street,  
Minneapolis, Minn.,  
March 20, 19—.

Dear Mrs. Patterson:

Dr. Peabody is out of town at present and is not expected back until the first of April, at which time I shall be glad to call to his attention your letter and invitation to address your organization.

Yours sincerely,  
*Lillian Campbell*  
Lillian Campbell  
Secretary to Dr. Peabody

Mrs. Richard Patterson,  
2615 Park Avenue,  
Minneapolis, Minn.

*B.* Read the following answers to invitations, which may serve as models on which to pattern later exercises. Headings, salutations, complimentary closes, and signatures are omitted here. For correct form, see the examples in Exercise *A*.

(1)

It would give me much pleasure to sing at the Community Club on May seventh; but, unfortunately, as I have a tentative engagement for that afternoon, I cannot accept your kind invitation.

I realize how important it is for you to arrange the club programs well in advance. If it would be possible for you to leave this date open until April twentieth, I might be able to give an affirmative answer as I should so like to do. If leaving this open so late would embarrass you, don't hesitate to make other more definite plans.

(2)

Dr. Cornelia Peabody has asked me to inform you that she is pleased to accept your invitation to address the Community Club on May twelfth at four o'clock on Problems of Modern Mothers.

(3)

I am gratified by your kind invitation to address the Community Club on a topic relating to village improvement. If circumstances permitted, I should be glad to accept your invitation, as I am thoroughly interested in Westchester County and should be pleased to cooperate with the Club in suggesting ways of beautifying those places you mention as not conforming to Scarsdale standards. I am looking forward to so full a calendar for the next few months, however, that I have decided not to accept any invitations to speak until next October.

I wish the Club the best of success in its work and trust that through its efforts your town may continue to be known throughout Greater New York as one of the most beautiful in the country.

(4)

Will you please present to the club my regrets that I cannot be present at the regular meeting to be held on June twentieth, as an unexpected trip out of town to speak at a political meeting makes my absence necessary.

I am looking forward to attending the annual flower show and should appreciate your sending me six tickets for the dinner and dance to be given on October second. You will find enclosed my check for \$15.

**C. Write the notes of appreciation and congratulation that would fit the situations suggested in the following instructions. Be sure that all necessary parts are included and correctly placed.**

1. Write a note of appreciation to a business acquaintance who has sent you a book or an article that you had expressed a desire to read.

2. Write a note of appreciation to a business acquaintance who sent you a game, a book, fruit, a radio, or some other gift while you were ill in the hospital.

3. On leaving Detroit for a better position in Chicago, you were presented with a gift by the office force. Write a note of appreciation.

4. Write a note of appreciation to the president of your company who increased your salary before he started on his vacation.

5. Write a note of appreciation to your employer for his granting you an extra week's vacation with pay.

6. Write a note of appreciation to a business acquaintance for a letter of recommendation that influenced another company to employ you in a more responsible, better paying position.

7. You have been selected to represent your company in Chile. Write a letter of appreciation to a business acquaintance who called the attention of the Board of Directors to your qualifications for the position.

8. As a businessman, write a letter of appreciation to a friend in a distant city who introduced you to a firm that, on his recommendation, employed you as secretary, credit manager, or accountant.

9. Write a note to the editor of a newspaper congratulating him on the stand his paper has taken on an important municipal question.

10. Write a note of congratulation to a former employer who has recently become the president of an important business organization.

11. Write a letter of congratulation to an acquaintance who has been recently appointed to public office.

12. Write a note congratulating a news commentator or a columnist on his clear, fair-minded presentation of some particular news.

**D. Write the notes of invitation acceptance, and regret that would fit the requirements of the situations suggested in the following instructions. Be sure that all necessary parts are included and correctly placed.**

1. Write an invitation to an acquaintance to have luncheon and meet several prominent men who are interested in a civic, an educational, or a social program for your town or city.

2. Write a note accepting this invitation.

3. Write a note expressing appreciation of the invitation to the luncheon and regretting your inability to attend.

4. Write an invitation to a prominent lecturer to address a club. State the amount usually paid by the club for such services.

5. Write a note of regret from the lecturer stating why it is impossible to accept the invitation and suggest that it might be possible to speak at some later meeting.

6. Assume that your company has been asked if a group of businessmen might inspect your factory. Write a cordial letter inviting the group and suggest the best hours for such a visit.

7. Write an invitation to an authority on gardens to speak at a tea to be given by a garden club.

8. As a member of a club, write to the president accepting an invitation to speak on one of your hobbies.

9. Write an invitation to a city official to speak before a businessman's organization.

10. Write an invitation to a prominent doctor to be present at a business or professional women's dinner and to make the address of the evening.

11. Write a note of acceptance or of regret such as the doctor might write if invited to speak before a medical association.

12. Write a note of regret to a hostess who has invited your employer to a dinner in honor of a distinguished scientist.

13. Write a note of regret to a business acquaintance of your employer's explaining his inability to accept a week-end visit to the country.

14. Write a note of regret canceling an engagement of your employer's to have luncheon with a business acquaintance.

*E.* Write the letters concerning appointments that are indicated in the following instructions.

1. Write a letter to a president of a business or a literary club, asking for an appointment to discuss a course of lectures you have been asked to deliver.

2. As secretary to the head of a publishing firm, write a letter postponing an appointment with an author who has already had his appointment arranged for a certain day.

3. In the name of your chief, write a letter asking for an appointment on a certain day with the Mayor of your city to discuss a municipal matter of importance.

4. As secretary of the Mayor, answer this letter, stating that the date requested is already taken for another appointment, and suggest a later hour when the Mayor will be free.

5. As secretary of a government official, write to a businessman in Baltimore, asking him to come to Washington to meet your chief, who wishes to discuss with him a bill that is before Congress.

6. As secretary to a banker, write a letter to directors of the bank, asking that a special meeting of the board be arranged for a certain date.

7. As secretary to the president of a business firm, write a letter to a salesman asking him to call at a certain time for an interview. Write a second letter, changing the date for the interview.

8. You wish to visit a college to obtain information for a magazine article. Write to the president asking for such a privilege.

9. You, as an investigator of youthful delinquency, wish to discuss cases with a high-school dean in a distant city. Write to the dean for an appointment.

10. Write a note confirming an appointment made by telephone for an interviewer to call on your employer.

### PERSONAL LETTERS AND NOTES

Formerly, it was considered poor taste to typewrite personal letters. Emily Post explains this attitude as arising from the fact that "such letters were always dictated to a stenographer, which naturally brought a stranger into the picture. . . . But in the present day, when most people themselves use a typewriter, this objection no longer holds true."

**The Form of the Personal Letter.** The heading—that is, the street, the city, the state, and the date line—may be placed as usual on the right, above the body of the letter. Today, when personal stationery often carries the address at the top of the page, the date line may be written below the address, the last item forming the right-hand margin for the letter. To give a less formal appearance, the date is frequently written below the letter at the left-hand margin, as

*June 9, 1943, June 9, June ninth, or simply the day, as Thursday.*

**Informal Notes for Social Occasions.** Informal notes, such as notes of invitation, notes of acceptance and regret, notes of condolence, should be handwritten by the correspondent, not by the secretary, except in the case of a social secretary who takes over the burden of correspondence for her employer and would indicate her position under her signature.

*Examples*

Dear Mrs. Jervis,

Will it be possible for you and Mr. Jervis to join us at a dance at the Southboro Country Club on Friday evening, the tenth of November? We hope that you have no engagement for that evening and that we may call for you at nine o'clock.

Yours sincerely,  
*Jane Lovatt*

Pleasant Avenue  
October twelfth



Dear Mrs. Mansfield,

Mr. Graham and I are delighted to accept your kind invitation to dine with you on June third and to meet your friends, Mr. and Mrs. Montgomery. We are looking forward to an enjoyable evening.

Yours sincerely,  
*Marjorie Fenton Graham*

3 Old Army Road  
May twenty-fifth



Gorham, Maine,  
May 15, 19—.

Dear Miss Bailey,

Your letter, with explicit directions for my transcontinental trip, has reached me in time for me to make several changes in my

schedule. I am very grateful for the care with which you have laid out my route and for the helpful list of hotels you have appended.

The only reward I can hold out to you for your advice and counsel is that I promise not to bore you by relating every detail of my trip on my return!

Yours sincerely,  
*Louise Morris*



Dear Harriet,

I am now able to sit up in my hospital bed and to hold a pen in a somewhat trembling hand. I am glad to be able to thank you at last for the many delightful books you have sent me. They have not only made the weary hours pass more quickly, but they are also books that I am glad to own and to reread.

Let me express again my gratitude for your kindness and for the care you have taken to select the type of books in which I am particularly interested.

Yours sincerely,  
*Emily*

15 Evergreen Avenue  
Tuesday afternoon

### EXERCISE

Your employer, Alice Eaton French (Mrs. Francis M. French), President of the Woman's Community Club, as well as the head of a business organization, has decided to spend the morning catching up with her social correspondence. As her secretary, write four of the following notes, adding the correct letter parts for social correspondence.

1. An informal invitation to a friend to spend the week end at Mrs. French's country home.
2. An invitation to a friend to luncheon and a matinee.
3. An acceptance to an invitation from an old friend to dinner and bridge.
4. A note of regret at inability to accept an invitation to the theater.
5. A note of appreciation for flowers, a book, a vase, or some other birthday gift.
6. A note to a friend in a hospital.

7. A note of appreciation to a friend for a week-end visit.
8. A note congratulating a close friend or a relative on an achievement, such as obtaining a degree, securing an important position, painting a picture, or writing a magazine article or a book.
9. A letter of congratulation to a relative who has been awarded a fellowship for a year's study in South America.
10. A letter of congratulation to a friend who has been promoted to an important business position.

**Formal Notes.** Since a secretary is often called upon to write formal notes, she should be familiar with the correct form. The formal invitations a businessman would send out, however, would be engraved, and, therefore, neither he nor his secretary need be overly concerned about this form, as a good engraver will know what is correct in stationery, in wording, and in arrangement.

Invitations of a social nature would ordinarily be sent to a man and his wife, addressed to his home rather than to his office, and answered by his wife; but in large cities where a man's business associates do not know his home address or his family, formal invitations are addressed to him at his office. Possibly, too, a man is a bachelor, a widower, or divorced, so that invitations are sent to him and must be answered by him or by his secretary.

Double note paper, never business paper, should be used for formal correspondence and such notes must be handwritten. Indention such as is found in the engraved invitation is preferred, but not required. The wording of the answer should follow the wording of the invitation.

#### SPECIAL REMINDERS FOR FORMAL NOTES

1. Omit the heading—both the address of the writer and the date line.

2. Omit the salutation, the complimentary closing, and the signature.

3. In answering formal notes, use wording identical with that of the invitation.

4. In answering formal notes, use indentions similar to those of the invitation or write the answer in block paragraph form.

5. Do not omit surnames or titles:

*Correct:* Mr. and Mrs. Robert French

*Correct:* The Reverend and Mrs. Lawrence Stevenson

*Correct:* Doctor and Mrs. Fulton R. Sutherland

6. Do not abbreviate such words as *Doctor*, *Governor*, or *Reverend*.

7. Do not abbreviate *avenue*, *boulevard*, or *street*. The street number may be in figures or written out: 29 *Hancock Street*, *Twenty-nine Hancock Street*, or *Twenty Nine Hancock Street*.

8. The name of the state may be omitted when invitations are sent to guests in the same city or when it is otherwise unnecessary. When used, however, the name of the state should never be abbreviated.

9. In very formal notes, such as wedding invitations, the hour, the day, and the year are written out, instead of being given in figures, as *on January twenty-fifth at eight-thirty*, *on Tuesday the twenty-fifth of January at eight-thirty*, *nineteen hundred and forty-three*, *one thousand nine hundred and forty-three*.

10. When a reply is desired, this is signified by writing below the invitation to the left: *A reply is requested*, *The favor of an answer is requested*, *Kindly send response to* \_\_\_\_\_, *Kindly reply to* \_\_\_\_\_, *R.s.v.p.*, or *R.S.V.P.*

Suppose a man received a note like the following and gave it to his secretary to answer, note how she should express

his acceptance of the invitation or his regret at his inability to attend.

*Invitation*

Mr. and Mrs. Warren Harrington  
request the pleasure of  
*Mr. Roger Van Allen's*  
company at the  
Twenty Fifth Anniversary of their Marriage  
on Wednesday, the seventh of June  
at nine o'clock  
Ten Cliff Way

The favor of an answer is requested



*An Acceptance*

(Form duplicating indentions used in invitation)

Mr. Roger Van Allen  
accepts with pleasure  
the kind invitation of  
Mr. and Mrs. Warren Harrington  
to be present on the  
Twenty Fifth Anniversary of their Marriage



*A Note of Regret*

(Form written without indentions)

Mr. Roger Van Allen regrets that he is unable to accept the kind invitation of Mr. and Mrs. Warren Harrington to be present on the Twenty Fifth Anniversary of their marriage

Suppose an invitation like the following is received; notice how the secretary might answer it.

*Invitation*

The Faculty  
of the  
University of Exville  
have the honor to invite  
*Mr. Peter Grant Stanley*  
to be present at the  
Inauguration of  
President Elizabeth Zabriskie  
at Blanktown, Wisconsin  
on Thursday, the sixth of October  
at four o'clock

The favor of a reply is requested



*Answer*

Mr. Peter Grant Stanley  
regrets that he is unable to be present at the  
Inauguration of  
President Elizabeth Zabriskie  
at the  
University of Exville  
on Thursday, the sixth of October  
nineteen hundred and forty-four

In sending regrets, the hour is omitted. The reason for not attending may or may not be given. The usual one of having a previous engagement is often included since the note seems less brusque with this addition.

Invitations with the word *your* instead of the handwritten name are in good form, but must be answered in the third person throughout as though the name of the person invited had occurred on the invitation.

*Invitation*

(Using the second person instead of the guest's name)

On behalf of the Trustees of Exville College  
Dean Mary Louise Hutchins  
requests the pleasure of your company  
at the Alumnae Luncheon  
Saturday, June the eighth, at one o'clock  
in Roosevelt Hall

Please reply to Dean Hutchins  
not later than May the twenty-ninth

## EXERCISE

Using the formal notes above as examples, write the notes and announcements indicated below.

1. Write a formal note of acceptance to Dean Hutchins' invitation.
2. Write a formal note of regret at your inability to attend a wedding breakfast.
3. Write a formal invitation such as the Secretary of Labor of the United States or some other high government official might send out inviting you to the dedication of a building for the Department of Labor. Such invitations would, of course, be engraved; but a secretary should, nevertheless, know the correct form.
4. In the name of a club, write a formal invitation to a reception to meet a person distinguished for his knowledge of world affairs.
5. Write an announcement to be sent from a university office, inviting principals, advisers, and deans of high schools to a luncheon.
6. Write a formal announcement of the opening of a new shop for women's accessories, to be sent to a selected group of patrons.
7. Write an announcement to be sent in the name of the officers and trustees of a bank, inviting depositors to view the newly enlarged banking office on its opening day.
8. Write an announcement to be sent to prominent people, requesting the pleasure of their company at the opening reception of the annual exhibition of the Artists' League. Give complete information of time and place.

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## CHAPTER IX

# Outlines, Précis, the Writing of Minutes, the Preparation of Manuscripts for Publication, Proofreading

## OUTLINES

**Definition.** An outline is the topical arrangement of subject matter, divided in accordance with the importance of the ideas into main heads and subheadings.

**Value to the Secretary.** The secretary will find making outlines valuable as a preliminary step in writing a précis or abstract because they will clarify her understanding of what she reads and show the relation of ideas and their relative importance. She will also find them helpful in planning letters and in drawing up reports because they aid logical thinking and provide a framework for a more expanded treatment.

### Directions

1. Use central ideas for main topics.
2. Place details in subtopics, indenting these to the right of the main topic.
3. Be consistent in the form used. Main topics must all be sentences or must all be phrases. Subtopics also must conform to one pattern.
4. Use numerals and letters to show the relations between ideas.

5. Never use one subtopic only. If a topic is to be divided, it must have at least two subdivisions.

*Example*

- I. Main topic
  - A. Subtopic
  - B. Subtopic
- II. Main topic
  - A. Subtopic
    - 1. Sub-subtopic
    - 2. Sub-subtopic
      - a. Fourth rank
      - b. Fourth rank
        - 1) Fifth rank
        - 2) Fifth rank
          - a) Sixth rank
          - b) Sixth rank
            - (1) Seventh rank
            - (2) Seventh rank
- B. Subtopic

EXERCISE

Write the outlines indicated in the following instructions.

1. Make an outline of a news article.
2. Outline a sales letter or a letter to an editor.
3. Present a report in outline form, showing the advantages and the disadvantages of using a certain business machine.
4. Present in outline form the advantages and disadvantages of an office building that your employer is considering for occupancy.
5. Make an outline for a speech that your employer plans to make before an association, to induce the members to hold a convention in his city.

PRÉCIS

**Definition.** A précis is a clear, accurate condensation of material. It is really an outline expressed in paragraphs

instead of indented form. It should retain the essential ideas of the original reduced to about a third the length.

**Value to the Secretary.** Since a secretary is often called on to make digests of letters, technical reports, articles occurring in periodicals, or even of books, she must know how to condense such material.

### Directions

1. Read the material thoughtfully to grasp the central idea.

2. Reread the material to distinguish the essential from the nonessential ideas, so that details not absolutely necessary to an understanding of the passage may be omitted.

3. Omit adjectives, examples, quotations, comparison, figures of speech, and repetitions used in the original for emphasis.

4. Take brief notes on the significant points. These may well be in outline form.

5. Guided by these notes, write a summary that will reproduce the author's ideas. Avoid giving your own point of view.

6. Reread your précis and compare it with the original. Be sure that you have covered the main points so that a person reading your summary would grasp the thought of the original.

### EXERCISES

- A. Write a précis of each of the following paragraphs.

1. Sensing the hunger of men for old-age protection, the Federal Government enacted a Social Security Act. By an income tax levied upon the pay envelope of the worker and a like amount of income tax for each such worker levied upon his employer, this Act empowers the Treasury to amass certain large sums toward old-age pensions. The

maximum pension is, however, very small. It is to be as much as \$85 a month only in very rare cases. Nevertheless, as applied to wage workers whose savings are often occasional, the Act has started an enforced and continuous saving for and on behalf of the wage worker.

2. The conventions of writing are many and troublesome. Some of them, such as those of spelling and capitalization, really do not matter very much, intrinsically. But they are firmly established social habits; other people judge us by those things; the sensible man conforms. Other writing conventions—most of them, in fact—have a more practical basis. The purpose of writing is to convey thought, and it is able to accomplish its purpose by the use of symbols—words, sentence structures, punctuation, numerals, abbreviations—which have the same meaning to the reader as they have to the writer. People have a common agreement, a convention, about these symbols. When, in writing, you violate any part of this convention, you at once put your meaning in doubt. If you don't use the signs the reader understands, how can he get your meaning? You simply do not accomplish your purpose of giving your thought to the reader. Besides, you suffer the usual loss of the convention-breaker, in that you may be considered queer, ignorant, or an outlaw.<sup>1</sup>

3. The files form a vital part of the records of every office. The object of filing letters and papers is not simply to dispose of them—the wastebasket could serve that purpose—but to provide a temporary or permanent storage space for papers and letters, and to make it easy to find those papers or letters when they are wanted. The average businessman is not expected to remember the prices quoted, the contracts accepted, or the letters written, if he can depend upon the office files and records to furnish him instantly the information that he desires. These records may consist of correspondence, miscellaneous information, or financial data. A good filing method is one that is adapted to the business, that can be depended upon for accuracy, and that will produce at once the information wanted. Different kinds of records may require different methods of indexing or a certain kind of equipment, but the purpose is the same—to make the desired information immediately available.<sup>2</sup>

*B. Write a précis of a recent newspaper editorial or feature article.*

<sup>1</sup> OLIVER, LESLIE M. *Technical Exposition*. New York, McGraw-Hill Book Company, Inc.

<sup>2</sup> ROBINSON, E. M. *Training for the Modern Office*. New York, McGraw-Hill Book Company, Inc.

C. Write a précis of a magazine article that you have found interesting or valuable.

#### THE WRITING OF MINUTES

**Definition.** Minutes are the official records of meetings of an organization and of the transactions as they occur in the meetings.

**Procedure.** It is the duty of the secretary to take notes on the proceedings and then to write these in the connected form of minutes leaving out nonessentials, such as irrelevant discussion. Since the minutes are the official record, which may be referred to in case of misunderstanding, dispute, or uncertainty, they must be complete, clear, concise, and exact.

After the minutes have been read, corrected, and approved by the organization, they should then be written in the minute book, after which no changes should be made.

**Essentials.** Since essentials differ in some particulars according to the organization, a secretary, when possible, should examine minutes recorded by previous secretaries. The following suggestions constitute the usual order and data to be included.

1. The kind of meeting
2. The name of the organization
3. The date, hour, and place of meeting
4. The presiding officer
5. The number or the names of persons present
6. The reading of the previous minutes with their acceptance
7. Action on unfinished business
8. New business, such as motions both lost and approved. Those withdrawn without vote may be omitted.

9. Record of discussion
10. Record of number of votes for or against a motion when indicated on ballot, and sometimes also when indicated by show of hands or by standing
11. The time of adjournment

*Example*

MINUTES OF THE 1941 BUSINESS MEETING

American Association of University Teachers of Insurance  
New York, December 29, 1941

President McCahan opened the meeting at 12:30 P.M. by expressing his appreciation to the officers and committee members who had so generously co-operated with him in carrying on the work of the Association during the past year.

It was moved and seconded that the reports of the various committees be approved. This motion was carried. These reports included: (List follows.)

The Nominating Committee, consisting of Professor Robert Riegel, Chairman, and Professors A. H. Mowbray and George W. Goble, submitted the following nominations:

President: Edison C. Bowers

Vice-president: Frank G. Dickinson

Secretary-treasurer: Chester A. Kline

Member of Executive Committee: Harry J. Loman

(Term to expire in 1944)

The report of the Nominating Committee was accepted. There being no other nominations, the officers and committee members named were declared elected.

The President reviewed the action of the Executive Committee, taken at its meeting earlier in the day, in requiring the sponsorship of any proposed Associate Member by an Active Member. This action by the Executive Committee was approved. He also stated that the Executive Committee had just approved extending invitations to the following to become Associate Members: (List follows.)

The President also informed the members of the discussion regarding the Insurance Book Reviews, which took place at the morning meeting of the Executive Committee. Professor Riegel stated that, in view of the usefulness of this literature to the various members, he moved that the Association should appropriate not more than \$75.00, to be used by the Secretary or the Publications Committee, if they deemed it wise, in sending out this publication under the Association's own name. This motion was approved.

The Treasurer's preliminary report was approved.

The Secretary was authorized to print the Annual Proceedings and to pay the necessary costs in this connection.

President McCahan then turned the meeting over to the President-elect, Professor Edison L. Bowers, who closed the meeting with an expression of appreciation for the honor which the members had conferred upon him.

The meeting adjourned at 1:45 P.M.

### EXERCISE

Write minutes appropriate for the records of the organizations described in the following instructions.

1. Assume that you were chosen secretary of a class you attended recently. Write minutes of a meeting, including all important details.
2. As secretary of a social, literary, or garden club, write minutes of a business meeting such a club might hold.
3. In the absence of the secretary of a charitable organization, you were called upon to take her place at a business meeting in which officers of the ensuing year were elected. Write the minutes, including all important transactions.
4. As secretary of a business organization, write the minutes of a meeting at which the following matters were presented: the president's report, committees' reports, the adoption of an amendment to the by-laws.

### THE PREPARATION OF MANUSCRIPTS FOR PUBLICATION

**Paper and Form.** Typewrite material in double space on one side of good bond paper, 8 by 11 inches.

Leave margins on all sides: 1½ inches at the top and at the left, 1 inch at the right and 1 inch at the bottom of the page.

**Paging.** Number all sheets consecutively. While the manuscript is in preparation, sheets should be numbered lightly in pencil to provide for additional pages at the final reading. If, however, additional pages have to be added to a long manuscript already numbered, these may be inserted in the proper places and lettered, as 234*a*, 376*a*, 376*b*, 376*c*.

Number the chapters, starting each on a new page.

**Inserts.** Inserts, such as long quotations cut from books, magazines, or newspapers, should be pasted—never pinned or clipped—to pages of the same kind of paper on which the manuscript is typed.

**Underlining.** Do not underline words without considering the following: a single underlining in typed matter means italics in printed material; a double underlining means small capitals; and a triple underlining means large capitals.

**Criticizing Manuscripts before Submitting Them.** Read manuscripts carefully as a whole before submitting them. Only in this way can inconsistencies and mistakes be discovered and weeded out. Corrections in copy should be made so clear that they will not be misunderstood by the printer.

**Addressing and Mailing.** Do not fold or roll a manuscript. In mailing it, place it flat in a box or in a strong envelope. Address it carefully, write the return address legibly, and be sure that the correct amount of postage is attached.

Send the original copy to the publisher, with the author's name and address on the first and the last page, and

keep a carbon copy by way of protection against loss of the original.

**A Letter to the Publisher.** Unless arrangements have previously been made with a publisher, a brief letter should accompany the manuscript, explaining that the author hopes the material will meet with the approval of the editor and will be considered for publication.

**Indexing.** Since secretaries may be required to compile indexes, it is well for them to be familiar with an appropriate form, such as the following. For more detailed information, a booklet published by the New York State Library and the University of the State of New York (Library School Bulletin 50), entitled *Indexing: Principles, Rules and Examples*, is an excellent guide.

The following example should prove helpful:

## INDEX

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|---|---|
|   | Addams, Jane, 144                         |
|   | Adult probation law, 85                   |
|   | Agencies, charity, 112, 126, 154          |
| Alphabetize according<br>to main words, not<br>prepositions | health, 135-141, 225-237, 272             |
|   | in large cities, 136, 226-231             |
|   | for scientific research, 235              |
|   | Almshouses, municipal, 146                |
| Alphabetize abbrevi-<br>ations as if spelled<br>out         | A.I.C.P., 125                             |
|   | <i>American Journal of Sociology</i> , 63 |
|   | B vitamin, 229                            |
| Book title precedes<br>common noun                          | Babies' Milk Fund, 150                    |
|   | <i>Baby, Care of the</i> , 230            |
|   | Baby, care of, teaching, 229-231          |
|   | and mother, special clinic for, 230       |
|   | visiting nurses, 56, 229                  |
|   | Bedside nursing, 234                      |
|   | Big Brothers' Organization, 153           |
|   | Big Sisters' Organization, 152            |

# PROOFREADER'S MARKS

- A** Insert the letter, word, or punctuation mark indicated.
- Ⓐ** Insert or substitute a period at the place indicated.
- ʹ** Insert an apostrophe.
- “ ”** Insert quotation marks.
- Insert a hyphen.
- #** Make a space at the point indicated.
- ⌋** Close up or join separated letters or words.
- ⌈** Delete or take out.
- l.c.** Change from capital to small letter.
- Cap.** Change to capital letter.
- s.c** Change to small caps.
- ital** Change to italics.
- rom.** Change to roman type.
- wf** Wrong font letter.
- tr** Transpose.
- [ ]** Words or letters inclosed by line should change places.
- ¶** Paragraph here.
- No ¶** No paragraph here.
- Act on ...** Restore word or sentence mistakenly marked out.
- ? or Qy.** Is this right?
- x** Broken letter.
- ┐** Move to left.
- └** Move to right.
- ↓** Push down space.

## A CORRECTED PROOF SHEET

LINCOLN'S GETTYSBURG ADDRESS

Fourscore and seven years ago our fathers brought forth on this Continent a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation, or any so conceived and so dedicated, can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field as a ~~last~~ resting-place for those who here gave their lives; that that nation ~~might live~~ might live. It is altogether fitting and proper that we should do this. But, in a larger sense, we cannot dedicate, we can not consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here have consecrated it far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us, the living, rather to be here dedicated to the unfinished work which they who fought here have thus far so nobly advanced; it is rather for us to be here dedicated to the great task remaining before us; that for these honored dead we take increased Devotion to that cause for which they gave the last full measure of devotion; that we are highly resolved that these dead shall not have died in vain; that this nation and that government of the people, by the people, for the people, shall not perish from the earth.

## Part Two

### CHAPTER X

## Capitalization and the Writing of Figures

### CAPITALIZATION

THE secretary must be so sure of technical matters required in her daily work that she will not need to puzzle over them. Among these essentials stands capitalization, a thorough knowledge of which is necessary for the writer of business correspondence.

1. Capitalize the names of the months and the days of the week, the names of holy days and of holidays; but do not capitalize the seasons: *June, Wednesday, Christmas, Memorial Day, summer.*

2. Capitalize names of individuals, as *Helen Keller, Jacob Riis*. When foreign particles, such as *da, de, la, van*, occur in American names, it is advisable, whenever possible, to check individual usage. Usually, however, these particles are capitalized in American and British names.

3. Capitalize a title when it precedes a name or when it refers to an office of honor: *Captain Pritchard, Professor Stilwell, Chief Justice of the Supreme Court, the Governor of Illinois.*

4. When an *official* title follows a name and is closely connected with the name of a person, the principal words of the

title are capitalized: Thomas E. Dewey, *Governor of New York* in 1943; Joseph B. Eastman, *Director of Transportation*.

5. When a title that is *not official* occurs in a sentence, do not capitalize it even though it is one of distinction. When it occurs in the inside address or in the signature of a letter, it should be capitalized.

In a sentence:

Marion Brown, *personnel director*, was present.

Arnold Bates, *credit manager*, signed the letter.

Niles Trammell, *president of NBC*, spoke at the convention.

The Reverend Thomas Brown, *rector* of St. John's Church, presided.

In an inside address:

Mr. Arnold Bates, Credit Manager

Norton Hardware Company

Norwalk, Connecticut

In a signature:

Yours truly,  
Arnold Bates  
Credit Manager

6. Capitalize degrees, as *M.D.*; initials standing for proper names, as *F.D.R.*; and other abbreviations if they represent a word usually capitalized, as *N.H.* (New Hampshire).

## EXERCISES

A. Explain in class the capitalization or lack of capitalization of the italicized words in each of the following sentences. There is good authority for the usage given in the examples below.

1. Raymond Fuller, *acting manager*, spoke over CBS.

2. The Mayor will give a radio talk at 3 o'clock from *Gracie Mansion*, *his residence*, at *Eighty-eighth Street* and *East River*.

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3. Doctor M. B. Blank, *Commissioner of Hospitals*, made a tour of investigation of the institutions of the *West Side on Monday*.

4. Thomas D. Thacher, a former *president of the Association of the Bar of the City of New York*, was *chairman* of the Charter Revision Commission.

5. Mr. Morgan, *Chief Clerk of the Board of Elections*, developed a reputation as an expert on election laws.

6. Cloaked with broad authority by *Congress*, the boards have reduced costs and profits.

7. Under the *city charter*, John S. McGowan, *President of the Board of Alderman*, took over the office of *Mayor* at the death of his superior *officer*.

8. When a building is converted into a *national Monte Carlo*, its usefulness is destroyed.

9. The *National Association of Home Builders* has endorsed a plan for small loans.

10. The federation represents sixteen *national retail organizations*.

11. Mr. Brown was chosen *chairman* without consulting any of the *county committees*.

12. Mr. Jones is *president* of the *Monmouth County Organization*.

13. From an exchange of ideas will come a plan to be submitted to *National Selective Service headquarters*.

14. The speakers at the luncheon will be Mr. Henry Blank, *president* of the City Council; Mr. James Mann, *president and publisher* of *The Weekly News*; and Mrs. Charles Randolph, *founder and vice-president* of the club.

B. Rewrite the following sentences inserting capitals wherever they are needed.

1. The secretary of agriculture warns us that whichever path we take there must be much readjustment.

2. I heard that the governors of three states walked in the procession at commencement.

3. The pope supported the president's declaration that not the people of the world but their political leaders are to be accused of endangering peace.

4. The unpretentious secretary, making no claims to knowing much about the war department, summoned the general staff officers and told them he was depending on their experience.

5. The secretary of state of the preceding administration would become president unless congress appointed a successor to the dead president-elect.

6. Dr. Howe was a member of the New York county medical society, the medical society of the state of New York, and a fellow of the american college of surgeons.

7. A reception committee was announced this week for a lecture to be given by Elizabeth Morton at Dyckman hall on Friday evening, October tenth, under the auspices of the american foundation for the blind.

8. The committee called the governor's attention to the recommendation of the committee of forty-four for restoration of full statutory aid.

9. Mr. and mrs. clarence de camp gave a tea dance yesterday to present their daughter, miss helen de camp, to society.

10. County clerk-elect jenkin r. hockert, of queens, will be sworn in next monday by supreme court justice henry g. wenzel in the county clerk's office in jamaica.

11. Gold medals of the society of arts and sciences were bestowed upon madison grant, president of the bronx parkway commission; william white niles, vice-president; frank h. bethell, treasurer; and jay downer, secretary and chief engineer.

12. At a meeting of the board of representatives of the high-school teachers association held in times hall on january twelfth the report of the commissioner of investigation was discussed.

7. Capitalize the names of buildings, monuments, squares, parks, and thoroughfares: *Avery Library, Bunker Hill Monument, Union Square, Bryant Park, Chestnut Street*. Many directories, newspapers, and magazines do not capitalize such words as avenue, boulevard, square, and the like, even when they are used with proper nouns. This is called the "down" style of capitalization.

8. Capitalize geographical names: *Peru, Montreal, Hudson River, Atlantic Ocean, Rocky Mountains, Prince Edward Island*.

9. Do not capitalize city, town, or village in such expressions as the following: *the city of Chicago, the town of Avon, the village of Pelham*.

10. Capitalize association, church, club, college, company, school, and like words when used with a proper name: *First*

*Baptist Church, Larchmont Yacht Club, Mount Holyoke College, Wallace Stone Company, Roosevelt High School.* Here again the "down" style of capitalization advocates writing *club, college,* and the like, without the capitals, even with the name of the organization. When such words are used alone, they should not be capitalized unless they stand for definite organizations: *a tennis club, a woman's college, a church fair.*

## EXAMPLES OF DIVIDED USAGE

## Usage Advocated by Some

## Newspapers

Green mountains  
Hudson river  
Maple street  
Tenth avenue  
United Trading company  
Vassar college  
West End synagogue

## Literary Usage

Green Mountains  
Hudson River  
Maple Street  
Tenth Avenue  
United Trading Company  
Vassar College  
West End Synagogue

Few newspapers, however, would advocate *lake Ontario, university of Maine, or W.M.Foster and company.*

In correspondence the literary usage is better because it is clearer and readers are more accustomed to it.

11. Capitalize *state* when it is used with a name or in place of a name: the *State* laws, the *State* of Kentucky, New Jersey *State*.

12. Capitalize *east, west, north,* and *south,* also adjectives and nouns derived from them, when they refer to geographical parts of the country; but lower-case such words when they denote *mere direction.*

The *West* took a decided stand on this question.

We walked *east* to Sutton Place.

13. When adjectives derived from regional names are merely descriptive, they should not be capitalized: *oriental* customs, *southern* climate, *tropical* fruits.

14. Capitalize eastern, western, northern, southern, etc., when they form part of a proper name to designate a world division: *Eastern Asia*, *Southwestern Europe*; but lower-case such words when they indicate parts of states: *western* Florida, *northern* Minnesota.

15. Capitalize nouns that refer to inhabitants of different sections of the United States: *Easterner*, *Northerner*, *Southerner*, *Westerner*.

### EXERCISE

Rewrite the following sentences with correct capitalization.

1. Mr. andrew brown traveled through northern labrador, the gaspe peninsula, and new england.

2. What are the countries comprising the commonwealth of free nations belonging to the british empire?

3. The route follows the custer battlefield highway and takes us back through Montana, the scene of the custer indian massacre, and the black hills of south dakota.

4. Safety precautions taken in south pole expeditions were presented to the committee.

5. The spirit of st. louis, one of the world's most famous airplanes is in the smithsonian institution at washington.

6. The governor spent thanksgiving day poring over pension bills sent to him from capitol hill.

7. All evidence found so far shows that our a b c's were first used by the ancient nations who dwelt around the eastern shores of the mediterranean.

8. So many are the books that have been written about africa that the dark continent seems now as familiar as one's own backyard.

9. During early autumn begins the greatest migration in the world. Starting within the arctic circle, billions of waterfowl fly toward the hospitable south.

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10. This country buys brazilian coffee, cuban sugar, venezuelan oil, and other products of latin america.

11. Two thousand sportsmen from thirty-nine different countries met at los angeles in the tenth olympiad.

12. The secretary of the smithsonian institution reported to the national academy of sciences that weather substantially repeats itself every twenty-three years.

13. In carnegie hall thousands of people listened to the philharmonic concert.

14. The faculty club of the harvard graduate school of business administration announced the winners of the bok advertising awards.

15. The oldest greek letter fraternity in America, kappa alpha, was founded at union college in 1825.

16. Mr. Smith was graduated from the forest hills high school in 1900 and from the university of cincinnati four years later.

17. Miss Marshall attended Miss Thurston's school and was graduated from radcliffe college last year.

18. The annual christmas party for children of world war veterans in hospitals in the New York area was given yesterday afternoon by the women's oversea's service league at sloane house.

19. Mrs. Lawrence Riggs of the cosmopolitan club, Mrs. Ransom Hooker of the women's city club, and Miss Katherine Allen of the pen and brush club spoke on behalf of their organizations.

20. Mrs. Rufus Osborne, jr., gave a dinner in the grill room in the hotel ambassador last night in honor of Miss Laura st. John, who was introduced to society by her parents, Mr. and Mrs. Paul st. John at a tea on sunday at their residence, Lenox drive, Greenwich.

21. The wind shifted to the northwest with a velocity of six miles an hour and started to blow the fog away.

22. That niagara falls was reduced to a trickle by an east wind will not astonish those who have known how powerful an east wind can be.

23. The temperature has fallen in the lake region, the ohio and middle mississippi valleys, the appalachian region, and the west gulf states.

24. Eastern New York: Partly cloudy with warmer weather in extreme south and colder in extreme north tonight.

25. A definite change to warmer weather has set in and is noticeable in the rising temperature throughout the east and middle west.

26. Another cold wave, now forming in the canadian northwest, probably will strike soon after this one ends.

27. An american shop looks to aztec design and navajo colors for current inspiration in southern sportswear.

28. These disturbances have been attended by rain over much of the eastern half of the United States and in the north pacific states, and by snow in the northern rocky mountains, north dakota, and northwestern minnesota.

16. Capitalize *board*, *bureau*, *commission*, *committee*, *department*, *service*, and like words when they form part of the name of organized bodies: the *War Production Board*, the *Bureau of Weights and Measures*, the *Maritime Commission*, the *Treasury Department*, the *Office of Child Education*.

17. Capitalize *federal* and *state courts* when used with a definite name, as *Federal Coordinator of Transportation*, the *United States Supreme Court*, the *State Court of Appeals*.

18. Capitalize *nation* when it is a synonym for the United States or when used with a name to designate a definite nation or group of nations: the *Nation's* honor, *The United Nations*.

19. Capitalize *national* when it precedes any capitalized word, as *National Capital*; when it is a synonym for the United States, as *National Government*; or when it is part of a title, as *National Board of Review*.

20. Capitalize *army* and *navy* and their organizations and branches when referring to those of the United States, as the *Regular Army*, the *United States Navy*, *Field Artillery*, *Coast Guard*.

### EXERCISE

Explain orally why the use of capitalization or the lack of capitalization in each of the italicized words or phrases is correct.

1. All five of the crew of an *Army* bomber from *Hendricks Field* were killed when the plane crashed near here last night, the *Army* announced.

2. The ship was being repaired at the *Key Highway Yards* of the *Bethlehem Steel Company*.

3. The *New York State Association of Architects* will hold a two-day meeting at the *Architectural League*, 115 *East Fortieth Street*, *Friday* and *Saturday*, *Oct. 30* and *31*.

4. John Arnold, *real estate broker*, of *Lynbrook, L. I.*, completing a *transatlantic* flight, arrived in *London* yesterday.

5. Eighty applicants for jobs as patrolmen took preliminary physical examinations and X-ray tests yesterday in the office of *Chief Surgeon* Charles J. Dillon, at *Police Headquarters*, and then went to the *Health Department* for tests.

6. The annual *Silver Spoon* tea dance and dinner of the *Spence Alumnae Society* will be held on the afternoon and evening of *Nov. 6* at the *Stork Club* for the benefit of the *Spence Adoption Nursery*.

7. The second session of the nine-week consumers' training course sponsored by the *Brooklyn Civilian Defense Volunteer Office*, will be held tomorrow at 2 p.m. at the *Brooklyn Museum*. The subject will be "*Sources of Information on Consumer Problems*."

8. Plans have been completed for an ice-skating carnival to be held under auspices of the *New York City Women's Council* of the *Navy League of the United States* on the afternoon of *Nov. 5* at the *Figure Skating Club of New York* atop *Madison Square Garden*. Proceeds from the carnival will be turned over to the *Seamen's Church Institute of New York* for the purchase of *Christmas* kits for men in the *Navy*.

9. Henry Baldwin, jr., was born in *western New York*; but he now lives in the *South*.

10. When he visited the *Tropics* last spring, the *Commissioner of Patents* had *The New York Times* mailed to him regularly.

11. Ernest Blank, Jr., head of the information agency, said he had met with no difficulty in enforcing the *President's* orders.

12. The *Secretary of the Treasury*, the *Acting Secretary of State*, and the *Speaker of the House* were *Republicans*.

21. Capitalize *government* when it is used in reference to the *United States Government* or to any foreign government: *National Government*, *the Canadian Government*.

22. Capitalize the word *cabinet* when referring to the *Cabinet* of the *President of the United States*: *Cabinet members*.

23. Capitalize *constitution* when referring to the Constitution of the United States: *the signers of the Constitution*; when it follows the name of any state of the United States: *the Massachusetts Constitution*; or when it follows the name of any foreign power: *the Mexican Constitution*.

Lower-case the word *constitution* when it precedes the name of a foreign country or when it is used in a general sense: *constitution of Argentina*, *constitution of the Masons*.

24. Capitalize the names of all government bodies, domestic or foreign; municipal, state, or national; legislative, executive, or judicial: *Iowa State Legislature*, *House of Parliament*, *Municipal Court*, *Congress* (of the United States), *Senate* (of the United States).

25. Capitalize the names of political parties: *Democrats*, *Republicans*. Opinions differ in regard to the capitalization of the word *party*. Both *Republican Party* and *Republican party* have good authority.

### EXERCISE

Write the following sentences, supplying capitals wherever they are needed.

1. When the army took over the air mails, it gave the army air corps a new experience.

2. Today George Washington is the symbol of the nation's hope and confidence.

3. the mayor-elect named a new secretary for the board of transportation.

4. the board of education announced yesterday the opening of evening classes.

5. He was appointed to the commission of fine arts because he was a prominent member of the american institute of architects.

6. In the final rush, the board of estimate added two projects for which federal loans will be needed.

7. The sixty-second annual meeting of the department of superintendence of the national education association was held in Washington, D. C.

8. The committee of twenty on outdoor cleanliness intends to present to the mayor a memorandum for raising the efficiency of the sanitation department.

9. The present law provides that congress at a joint meeting of the senate and the house poll the electoral ballots on the second Wednesday in February.

10. the first step in the cutting of the budget should be taken by the board of aldermen. Later on, the budget can be reopened with the aid of the state legislature.

11. The right of the federal government to fix minimum prices under the national industrial recovery act was upheld by the judge of the United States district court.

12. The chief of the navy's bureau of public relations spoke at the pre-navy day luncheon sponsored by pittsburgh's three newspapers and the chamber of commerce.

13. the board of governors of the real estate board and the board of directors of the management division attended in a body, as did the trustees of the knickerbocker hospital.

14. The national labor board called the department of justice to proceed against the company for violation of the national industrial act and presidential orders thereunder.

26. Capitalize trade names of manufactured products: *Dutch Cleanser*, *Savita*; but lower-case the words following a trade name that are not part of the name: *Ivory soap*, *Elgin watch*.

27. Capitalize abbreviations of courses or subjects listed in catalogs: A H 32 (American history); but do not capitalize courses of study unless they are derived from proper nouns: *algebra*, *stenography*, *English*, *American history*.

28. Capitalize most adjectives derived from proper nouns: *Californian*, *North American*. There are so many exceptions to

this rule that when one is in doubt it is advisable to consult a dictionary. Note the following words, which should not be capitalized: *chinaware*, *india rubber*, *portland cement*.

### Capitalization Following the Semicolon

29. Do not capitalize a word that follows a semicolon unless it is a proper noun.

- a. For quarter ended March 31, net income \$236,132; for like 1942 quarter, net income \$295,236.
- b. The newspaper touches more people's lives than any other modern tool of communication; its influence is comparable to that of the movies or the radio.
- c. The demonstration was arranged by Alice Blake, Piedmont High School; Janet Robertson, Berkeley High School; and Frank Kirby, Brookdale High School.

### Capitalization Following the Colon

30. As a rule, do not capitalize the part of a sentence that follows a colon unless it is a complete statement or tabulated matter.

- a. The questions on which we must decide today are these: first, what representatives should be sent to the Philadelphia conference; and second, what instructions should be given to them.
- b. These are the three causes for the lack of enthusiasm shown by the club members: uninteresting programs, excessive dues, and undesirable club rooms.

31. Capitalize the first words of a long, formal quotation or of an independent passage or sentence when it follows a colon.

- a. Lee Calloway describes the functions of an office as follows:  
"The organization of a business is the mechanism by means of which the plans and orders of its executives are carried out. The factory management . . ."

- b. A claim letter that makes unreasonable demands does one of two things: It antagonizes the recipient, or it convinces him that the grounds of complaint are unwarranted.

32. In tabulated material, capitalize the first word of each item following a colon.

Operations to be provided for in filing are the following:

1. Collecting the papers to be filed
2. Classifying and arranging this material

### EXERCISES

4. Examine the following sentences that illustrate the use of capitalization following the colon. Be able to give reasons for the style used in each case.

1. Railroading is not a variety of outdoor sport; it is a service.
2. The following question came up for discussion: What policy should be adopted?
3. Three causes of absence among workers are the following: illness, problems of the home, transportation difficulties.
4. The functions of speech in business are: (1) to transmit information; (2) to assist in making the organization run more smoothly and effectively.
5. We quote from comments regarding the new officers taken from Mr. Brown's official report: "It is with optimism and confidence that we look forward to a most successful year under the presidency of Alexander Wentworth."

6. The machine is used for the following purposes:

- a. To classify and analyze the foreign business
- b. To analyze receipts and disbursements by states
- c. To classify the data by year

7. The general convention staff and committee chairmen were as follows:

*Director:* Joseph Gray, Redwood City

*Assistant Directors:* William Robertson, Sacramento; Henry Pettibone, Oakland; and Halsey Shaw, San Francisco

*Chairmen:* Charles Henderson, San Francisco; Lester Mead, Pasadena

8. There are many ways by which letters and other forms of communication may be duplicated, but all of them are based on one of four principles, viz.: the printing principle by means of the multigraph; the impression method by means of the typewriter with carbon copies; the ordinary stencil and the mimeograph; and the photographic principle by means of the photostat.

B. Assume that the following sentences occur in letters. Tell whether you would write the italicized words with or without capitals.

1. Walter S. Cromwell is *president* of the Andrew Iron and Steel company.

2. Alexander P. Fuller, *economist* and *financier*, was *director* of the department.

3. Richard Cooper, a *banker* in St. Paul, wrote an article entitled *banking yesterday and today*.

4. On our trip *west*, we drove through the *black hills*, a spectacular region in *north* Dakota.

5. The *lake states*, in fact most of the *middle states*, escaped the storm.

6. While we were in the *tropics*, the heat was intense.

7. Our order included *royal baking powder*, *whole wheat bread*, *quaker oats*, and *white rose tea*.

8. I understand that *senator* Herbert Luke has promised every effort to provide adequate care for *civilians*.

9. Dr. Francis Brown, *chairman* of the *directing board*, said there are shortages of *physicians* in both the *south* and the *north*.

10. Frank O'Hara, *president* of the Laurel Gardens *association*, has sent a letter to the *mayor* outlining suggestions for improvement.

C. Rewrite the following sentences, supplying capitals wherever they are needed.

1. At the ritz tower ten holders of the congressional medal of honor and fifteen winners of the distinguished service cross had luncheon.

2. A constitutional amendment to change the method of electing a president is to be pressed at the coming session of congress.

3. His father entered the employ of the government and, while there, became the head of the weather bureau in the department of agriculture.

4. Once a week the cabinet, as such, meets with the president in the historic cabinet room of the white house.

5. Increased activity in the market for united states government securities developed yesterday.

## Capitalization and the Writing of Figures 161

6. The administration deserves a place in history for unprecedented courage and leadership.

7. Both republican and democratic leaders signed the agreement.

8. The governor told friends that Mr. Dern's speech at the governors' conference was the ablest speech he had ever heard delivered at a meeting of state executives.

9. The government was congratulated on the opportunity for working out a new basis for the development of commercial and military air services.

10. The president called on congress to make a vigorous investigation.

11. The treasury department took title to the new post-office site in September.

12. The constitution does not secure to any one liberty to conduct his business in such fashion as to inflict injury upon the public at large or upon any substantial group of people.

13. As the constitution now stands, voters choose electors. If a presidential candidate receives a majority of the electoral votes in any state, all the electoral votes of that state are cast for him.

14. The administration proceeded with the conviction that anything in the national life which concerns the welfare of the nation's citizens may be an obligation upon the national government.

15. Upholding the right of public criticism of the courts, judge white of the supreme court of the united states addressed the students of the harvard law school and many members of the massachusetts bar.

16. The civil service commission reported to the governor that the state's pay roll for the first four months of this fiscal year is \$520,580 lower than in the similar period last year.

17. The president of the senate appointed three committees: foreign relations committee, harbors and rivers committee, committee on public safety.

18. The following commissioners were present at the conference: commissioner-general of immigration, commissioner of patents, commissioners of the district of columbia.

19. The executive committee of the women's overseas service league honored the national president of the organization at a dinner yesterday at the mayflower.

20. Our january sale includes innumerable patterns, designs, and styles: service plates of spode and coalport, fine glass from France and

Bohemia, cups and saucers of many famous makes including crown staffordshire and aynsley.

*D.* How should a secretary capitalize the following terms when they occur within a sentence? Assume that the dictator disapproves of the "down" style of capitalization.

a cool summer home on lake erie  
a member of the board of education  
on wednesday, the first of may  
a catholic priest from south america  
a minister associated with the somerville baptist church  
a jewish rabbi from the southwest  
two members of congress  
the secretary of state of the preceding administration  
a youthful californian in the american line-up  
on memorial day or on the fourth of july  
in the national capital on columbus day  
the welfare of the nation's citizens  
the iowa state legislature  
the democratic national convention  
tenth avenue at fifty-ninth street  
the senator from texas  
five cabinet members  
our national government  
a city playground in central park  
suggestions for a tennis club  
the order of the sacred heart  
a high-school pupil on the morris basketball team  
the state of florida, the state requirements  
the american academy of arts and letters  
the cabinet room of the white house  
the board of estimate at this january meeting  
the english department in room 405  
a transatlantic liner off the new england coast  
rand, mcnally and company's ready-reference atlas of the world  
a high-school principal in the city of newark  
dr. black, a teacher of american history  
diamond crystal shaker salt  
alderman Boylan, a staunch republican

a professor of mathematics in Alfred college

a storm in mid-atlantic

Angelo colletti, a noted surgeon of the presbyterian church hospital

professor Barlow Grant, geologist and engineer

tropical fruits at the jefferson market

spanish, algebra, and science

the mayor of Boston with three policemen

an editor of good housekeeping.

33. Capitalize the first word of a direct quotation that is a complete sentence.

Professor Lee states, "With business writing, the quality of readability is particularly important."

34. Do not capitalize the first word of a direct quotation if it is introduced directly in the text.

It was said by Roosevelt that "no people on earth have more cause to be thankful than ours."

35. Do not capitalize that part of a quotation resumed within the same sentence.

"Good writing," he continued, "seems addressed to the reader personally."

36. Do not capitalize the first words of an indirect question or statement.

He asked what was the meaning of the party's steady growth to power.

We were told that any man can master the mechanics of writing.

37. Capitalize all principal words in titles of books, headings, magazines, newspapers, plays, poems, reports, and pictures, as *Enriched Teaching of English in the Junior and Senior High School*. Library practice does not follow this rule, but capitalizes only the first word in titles, as *Enriched teach-*

ing of English in the junior and senior high school. Modern usage in letters and advertisements frequently advocates capitalizing every letter in a title, as ENRICHED TEACHING OF ENGLISH IN THE JUNIOR AND SENIOR HIGH SCHOOL.

38. Capitalize the article *the* when it is a part of a proper name or of a title of a book, a person, a picture; or when it is a part of the legal name of an institution, a company, or a corporation: *The Merchant of Venice*, *The Macmillan Company*.

### EXERCISES

A. Change the following sentences to direct discourse, being careful to capitalize and punctuate correctly.

1. Professor Aurner says that to learn how people think and act is one of the responsibilities of the business writer.

2. The correspondent supervisor told us that it is well to remember that certain business papers from the standpoint of their owners are priceless.

3. The director declared that language is not only an essential tool of life, but a tool that can be used to fit all other tools.

4. Mr. Carr asserted that surveys are now being made in the west involving people who have little in common beyond the fact that they all breathe the same air and are american citizens.

5. Nicholas Murray Butler is reported to have said that thinking is the most unpopular indoor sport in America.

B. In the following sentences insert capitals, quotation marks, and other punctuation marks wherever they are needed.

1. Words, said Miss Walker, cannot be confined to the pages of books they not only portray the personalities of their users, but they themselves are living entities.

2. The transcription supervisors association of New York writes your attitude toward the job, the work habits you form, and the development of personality traits that make you a well-balanced individual will all have a bearing on your success.

3. Any man who worries about his business too much, said the financier, should change it. He is not in the right place.

4. In an article business students study charm, published in the business education world, the statement is made attractive appearance, effective speech, and charming manners must be added to business efficiency to make the business woman outstandingly successful.

5. The chairman summed up the major production of the coming spring this way: getting the supplies of material and finished parts to the factories where they're needed most at the time when they're needed.

6. The following paragraph appeared in the New York herald tribune: the columbia broadcasting system, of which Dr. Greet is speech consultant, has notified its announcers as a rule say *rash-un*. The national broadcasting company announcers as a rule say *rash-un*, the blue network refers to *ray-shuns*, and the mutual broadcasting system lets the announcers decide for themselves.

### THE WRITING OF FIGURES

1. In general, spell out all numbers under one hundred.

He worked as a bookkeeper for *twenty-five* years.

2. Spell out round numbers.

About *three hundred* applicants passed the written examination.

3. Spell out fractions when they occur alone: *one half*; but write fractions in figures when they occur in a mixed number:  $8\frac{1}{2}$ .

4. Fractions used as adjectives are hyphenated: *two-thirds rule*; but when used as nouns fractions are written without the hyphen: *two thirds of the profits*.

5. Numbers in the same sentence should be expressed entirely in words or entirely in figures unless the result would be confusing.

The company engaged 4 typists for 2 months at \$20 a month.

*or*

The company engaged *four* typists for *two* months at *twenty* dollars a month.

6. Spell out numbers coming at the beginning of a sentence even when other numbers in a sentence are given in figures.

*Three* cans of evaporated milk are sold for 24 *cents*.

7. Do not place next to each other two numbers referring to different things: three 9-foot rugs; not 3 9-foot rugs.

*Correct:* In 1943 fifteen colleges offered scholarships.

*Allowable:* In 1943, 15 colleges offered scholarships.

*Incorrect:* In 1943 15 colleges offered scholarships.

8. Use figures in general for chapters, pages, exercises, and the like:

*Chapter VIII* or *Chapter 8*, *Exercise 21*

9. Use an apostrophe and *s* to form the plural of numbers.

There are two 9's in the last column.

10. In general, write sums of money in figures, especially if both dollars and cents occur: \$95.72. In letters, write out amounts of less than one dollar unless such amounts occur in tabulations, as in order letters.

11. In writing a column of figures, as in tabulations, use the dollar sign only with the first item and with the total.

\$235.00
6.72
<u>19.41</u>
\$261.13

12. Write an even number of dollars without the period and without the ciphers when such a sum occurs in a sentence.

He paid \$65 for his typewriter.

When the sum occurs in a column of figures where any item contains cents, the ciphers must be added. (See Rule 11.)

13. Except in legal documents, do not use both figures and words. When it is necessary to use both, they may be written as follows:

forty dollars (\$40), or forty (40) dollars, *not* forty (\$40) dollars

14. Enumerations of weights and measures, and distances except fractions of a mile, are written in figures:

25 *pounds*, 6 *ounces*; 3 *quarts*, 1 *point*; 2 *feet*, 4 *inches*; but *three quarters of a mile*

15. In sentences occurring in letters write *June tenth*, *the tenth of June*, *June 17*, but not *June 17th*.

16. In general, spell out the time of day in letters and other text material.

The manager will arrive at *ten* o'clock.

17. Use *A.M.* or *a.m.*, *P.M.* or *p.m.* with figures:

9:30 *A.M.*, not *nine-thirty A.M.*

Do not use the abbreviations when the time is spelled out.

*Correct:* He spoke over the radio at *three* in the afternoon.

*Correct:* He spoke over the radio at 3 *P.M.*

*Incorrect:* He spoke over the radio at *three P.M.*

## EXERCISE

Write the numbers of the following sentences on your answer paper. If the sentence is written as it should be in a business letter, place the word *correct* after the number. If the sentence is incorrectly written for business correspondence, rewrite it.

1. The treasurer lived for more than 20 years at 575 10 Avenue.

2. The business meeting will be held on Friday, November 5, at 11 in the morning.
3. The manager, who was 68 years old, retired on May 17th.
4. He spent 45 cents for paper and pencils.
5. The store hours are from 9:30 A.M. to 5 P.M. daily except Thursday.
6. They paid \$45 for their new lamp.
7. 1,500 pupils will be graduated on June 23rd.
8. The tellers took back a \$10,000 purchase money mortgage.
9. After controlling the seven-story loft building at 47 Pike Street for 2 years, the Blank Realty Corporation sold the property for a \$6,000 consideration.
10. The bank took back a three thousand purchase money mortgage for ten years for this property, which is assessed at \$11,000.
11. This five-story building, containing 2 stores and twenty four-room apartments, is assessed for \$33,000.
12. The convention was attended by 50 salesmen from Baltimore, 25 from Philadelphia, and 30 from Newark.
13. The hours for day workers were cut from 50 to forty-six and for nightmen from 55 to 50 a week.
14. The report of the three-man panel stated that the hourly rates ran from a low of 32 to a high of 61 cents.
15. The brokers explained that in 13 months they disposed of the four-story building at 94th Street with a profit of \$10,572.
16. We spent \$85.75 for furniture, \$90 for rent, and \$10 for gas last February.
17. 850 men were employed by our factory last year at an average wage of twenty-five (\$25) a week.
18. From 9 to 10 on the morning of December 10, we received thirty-one telephone calls and 4 telegrams.
19. The year 1941 will be long remembered by Americans.
20. In 1943 my 2 partners each contributed five hundred dollars to the Red Cross.

## CHAPTER XI

# Punctuation

### THE PERIOD

#### In Sentences

1. Place a period at the end of each declarative and imperative sentence.

- a. The letters will be ready to mail at five o'clock.
- b. Enclose a check for \$5.75 in this letter.

Elliptical phrases, which are equivalent to sentences, are followed by periods, as *Free, yes. Over a million quarts a day.*

In much modern writing, particularly in fiction and in advertisements, subordinate clauses, phrases, or even separate words are followed by periods. This is usually for emphasis or for vividness. Such punctuation used by experienced writers for a definite purpose is, of course, not advocated for common practice.

- a. Safe, sound, and unanswerable.
- b. Imbecile! But a learned, and, alas, indispensable imbecile.
- c. A little town surrounded by walls, set in a broad flat valley between hills.

The "comma blunder," the substitution of a comma for a period, must be guarded against.

*Right:* We are still in an industrial era. Business is the biggest vocational interest in America. Our problems are largely economic. Therefore great teachers are needed.

*Wrong:* We are still in an industrial era, business is the biggest vocational interest in America, our problems are largely economic, therefore great teachers are needed.

2. Place a period, not an interrogation point, at the end of an indirect question.

The manager asked where the meeting would be held in June.

3. Place a period after a request, even though it is in the form of a question.

May I send you the bulletin of our summer camp.

A request may be distinguished from a question by determining the purpose of the sentence. If the statement seeks information and requires an answer, it is clearly a question and should be followed by an interrogation point; but if the statement is a mere request expressed in interrogative form out of courtesy, it should be followed by a period. Many examples of the latter usage occur in letters where requests are often phrased as questions.

- a. What can I do to make my sales letters more effective? (This is clearly a question and, therefore, must be followed by an interrogation point.)
- b. May I call your attention to a mistake in my monthly statement. (Since this is a request expressed in interrogative form, it should be followed by a period.)

### **In Tabulated Material**

1. Place a period after Roman and Arabic numerals, after capital and small letters, when they occur in a table of contents, in an outline, or in other enumerative parts of a list, but omit the period after letters or figures in parentheses in such lists.

## TESTS OF A GOOD INVESTMENT

1. Safety of principal
  - A. Risk
    1. Credit
    2. Market
    3. Unpredictable
  - B. Measurement of safety
    1. Kind of contract
    2. Assets
    3. Earning power
      - a. Factors affecting earning power
        - (1) Management
        - (2) Economic conditions

2. In a list or in an outline omit the period after an item expressed by a word or a phrase, as in the preceding example; but punctuate such items with the proper punctuation mark when they occur as declarative or interrogative sentences. In the following outline, for example, a period is placed after a declarative sentence.

## DUTIES OF THE SECRETARY

- I. In large organizations
  - A. She should collect the employer's confidential mail and take care of it.
  - B. She should check for signatures, correct address, and enclosures.
  - C. She should separate carbon copies and attach them to the original letters.
- II. In small organizations

Imperative sentences in an outline may or may not be followed by a period. In most modern usage the period is omitted.

## SUGGESTIONS FOR THE USE OF THE TELEPHONE

Answer promptly  
Identify yourself  
Ask questions tactfully  
End calls courteously

**In Headings**

Do not place periods after headings of chapters, sub-headings, headlines, or after items on a title page.

Do not place periods in lists of names and the like occurring in columns unless abbreviations follow the name.

*a.* The following members were present:

John Thompson  
Fred Korey  
Arnold Grove, M.D.

*b.* The machines were listed thus:

Calculators  
Adding and listing machines  
Transcribing machines  
Duplicating machines

*c.* The Exhibitors

American Book Company  
Burroughs Adding Machine Company  
Ginn and Company  
Royal Typewriter Company, Inc.

**With Abbreviations**

1. Periods follow most abbreviations: *bal.*, *Mr.*, *P.M.* (see pages 172–173). Modern usage allows the omission of periods after letters designating certain organizations, as WPB; after initials used as are those of typist and dictator at the close of a letter, as *RTL:TSB*; or after initials representing personal names, as *HGW*, which are also correctly written with periods, as *H.G.W.* When the surname is given, as *H. G.*

*Wells*, periods must be placed after initials. Periods are omitted after the call letters of broadcasting stations: *WABC*, *WJZ*.

British usage omits the period after *Mr.* and *Mrs.*; French usage omits the period after *Mme.* and *Mlle.*

2. The period is retained after an abbreviation when other punctuation marks immediately follow it, except at the end of a sentence, where one period is sufficient.

a. Albert Burke, M.D., a native of Vermont

b. Jones lived in Paterson, N.J.; Fiske, in Alston, Mass.

3. Care should be taken not to confuse abbreviations with foreign words or phrases that require no period: *in re*, *in toto*, *per diem*, *per cent*, *per se*.

4. Periods are usually omitted after abbreviations of weights and measures in the metric system: 3 *cg* (centigram), 4 *dm* (decimeter), or abbreviations of a unit based on the metric system: *kv* (kilovolt), *kc* (kilocycle), *v* (volt), *w* (watt).

5. Do not place a period after a letter when it designates a class or stands for an unidentified person.

a. Class *A* associations are those with a membership of 500.

b. *A* walked 7 miles; *B*, 6 miles.

When, however, a letter stands for an actual name, it should be followed by a period.

Mr. M. (for Mr. Morris) has paid his monthly interest.

## In Signatures

Omit periods after the signatures in letters.

Yours truly,  
Arthur Brooks  
General Manager

**With Figures**

1. Either a colon or a period may be placed between figures denoting hours and minutes: 2:08 or 2.08.

2. Place a period to set off decimals: \$1.33, .48

Do not use a period after a whole number representing a sum of money.

My check for \$500. is enclosed.

3. The period should be omitted after **Roman numerals** unless they occur in a list:

Rule XIII      Exercise III      Vol. VII      George V

**For Omission of Words**

Three periods may be written in succession to show that material is omitted.

Many communications may be form letters . . . but to send a form letter when a specially typed letter should be used is often the most mistaken economy.

**With Parentheses**

1. Place a period after material **within** parentheses when such material is an independent imperative or declarative sentence.

He spent three years in France. (The exact dates are uncertain.)  
Later he returned to America.

2. Place the period outside the parentheses when the material is not an independent sentence but is part of the preceding statement.

a. Trim stock to  $19\frac{7}{8}$  inches (one side).

b. A bill for the relief of John Y. Smith; without amendment (Rept. No. 582).

## With Quotation Marks

Place a period inside quotation marks.

The article states, "After the survey was completed, the difficulty of interpretation remained."

This seems illogical when the quoted matter is a word or a phrase at the end of a sentence; but because of better appearance it is generally adopted in printing.

*Right:* It requires a great many "yesterdays" to make one "today."

*Right:* An invaluable book for the secretary is "Crowell's Dictionary of English Grammar."

## THE COMMA

It has been truly said, "Take care of the commas and the other stops will take care of themselves." But to take care of this "puny little stop" is no easy matter, as absolute rules for its use are often difficult to make. Modern practice tends toward economy in all punctuation, particularly in the use of the comma, as may be seen by comparing the punctuation in a present-day magazine or book with that of even twenty-five years ago. There is no better way of learning how to punctuate than by noting actual use in modern publications.

### Use of the Comma to Set off Words

1. Use a comma to separate words in a series.

*Preferred usage:* Social-service workers, physicians, and nurses approved the health program.

*Accepted usage:* Social-service workers, physicians and nurses approved the health program.

2. Do not use a comma when the conjunction connects all the words in a series.

We all extol the vigor and ambition and enthusiasm of youth.

3. Use a comma to separate pairs of words in a series.

Official and nonofficial, national and state agencies attended the Chicago convention on health.

4. Use a comma to set off parenthetical words.

He, however, hesitated to decide so serious a question.

5. Use a comma to set off a transitional word.

a. Secondly, the spelling is incorrect.

b. Specifically, the form provides spaces for all the records.

6. Use a comma to indicate the omission of a word.

Professor Brown held the degrees of Bachelor of Arts and Doctor of Philosophy; Professor Jones, those of Bachelor of Science and Doctor of Public Health.

7. Use a comma to separate the name of a person or his title from the rest of the sentence, to set off words in apposition and inverted names in reference lists.

a. Patience, Mr. Beckley, is advised on both sides.

b. The purpose of this motion, Madam Chairman, is plain.

c. Times Square, cross-roads of the world, is again held up as a danger spot.

d. Barker, Violet, *The Youthful Spirit*

8. Use a comma to separate a name from a title that follows it.

a. James Rowland, principal of Clinton High School.

b. Joseph Lane, M.D.

9. Use a comma after a proper noun that is followed by another proper noun when they refer to two places or to two people.

a. Canada, the United States looks upon as a friend.

b. To John, James was a hero.

10. Use a comma to separate two or more adjectives preceding a noun when each one modifies the noun.

He is an honest, industrious worker.

11. Do not use a comma between two adjectives when such punctuation would destroy the relationship intended: *a quiet summer evening, striped wool socks.*

### EXERCISE

Tell where commas should be inserted in the following sentences.

1. Proofreaders must be accurate, intelligent and well informed.
2. Writers editors and publishers depend on proofreaders to detect and note typographic errors.
3. Mistakes in spelling, punctuation capitalization and grammar are made even by careful writers.
4. The proofreader must recognize such errors mark them on the proof and check her suggestions when the proof is returned from the writer.
5. Poor spacing broken type and inconsistencies in form must also be designated.
6. The publication of newspapers magazines and books is a highly specialized field.
7. Proofreaders copy readers and editors aim to turn out perfect work.
8. Only through their knowledge care and effort can anything like perfection be attained.
9. The ordinary general reader little suspects the work that has gone into every magazine newspaper and book.
10. Let him examine the next book he reads note its make-up and marvel at its correctness of form and appearance.
11. A proofreader must also possess good judgment and close observation an excellent memory and accurate knowledge an eye for minute detail and a sense of proportion.
12. I believe sir that the word junior may be written *jr.* or *Jr.* after the surname.
13. Certainly Mr. Miles both the "up" and the "down" style of capitalization may be considered correct.

14. Conservative writers editors and publishers however usually prefer the "up" style.

15. Many books magazines and newspapers on the contrary look upon the "up" style as pedantic and old-fashioned.

16. Consistency in the use of punctuation marks capitals abbreviations and figures is essential.

17. Good usage indeed often sanctions a wide variety of forms.

### Use of the Comma to Set off Phrases

1. Use a comma to set off a phrase denoting residence or position.

a. Mrs. P. B. Graham, 128 Broad Street, Bloomfield, N. J.

b. Miss Helen Cooke of Needham, Mass., or Miss Helen Cooke, of Needham, Mass.

2. Use a comma in dates when the exact date is given: *February 26, 1945*. When only the month and the year are given, the comma may either be used or omitted: *February, 1945*, or *February 1945*.

3. Use a comma after the salutation in a friendly letter.

4. Use a comma to set off the complimentary close in a letter.

5. Use a comma to set off figures in groups of more than four: 31,064.

6. Use a comma to set off most introductory phrases. This is not a hard and fast rule but must be applied with discrimination. The following suggestions may prove helpful in making decisions on this point.

a. Use commas after all absolute phrases and after all introductory verbal phrases.

1. Generally speaking, our public library system is the best in the world.

2. To succeed in secretarial work, one must be accurate and intelligent.

*b.* Use commas after introductory prepositional phrases only when they are long or not closely connected with the rest of the sentence or the omission of the comma would cause misunderstanding.

1. In order to provide a rough check on the effects of leadership and technical courses on the men who took them, a rating form was evolved.
2. In the chapter devoted to fibers and fabrics, several facts generally unknown to consumers are included.
3. At last something clear has come out of the conference.
4. For three years we have paid these bills promptly.
5. After dictating, the employer turned the report over to the secretary.

7. Do not use a comma to set off a short contrasting phrase introduced by such words, as *but* or *though*.

- a.* It is true but regrettable.
- b.* The manager is just though severe.

8. Use a comma to set off descriptive phrases following the noun they modify.

The lecturer, *pale with fatigue*, read his notes slowly.

9. Use a comma to set off phrases in a series.

All enjoyed the scenery in Arizona, in New Mexico, and in Utah.

10. Use a comma to set off nonrestrictive phrases.

The stenographer, *working too slowly*, failed to finish the report.

11. The terms *i.e.*, *to wit*, *viz.*, *namely*, *for example*, and the like:

*a.* Such an expression, when it is used to introduce a word or a phrase that is parenthetical, is preceded by a comma.

1. It is assumed that a modern office is equipped with desirable office machines, namely, calculators, comptometers, and adding machines.
2. The following subjects are recommended as requirements for study by the secretary, viz., grammar, spelling, punctuation.
3. Several of our holidays, for example, Lincoln's Birthday and the Fourth of July, come on Friday this year.
4. The course should be broad enough in scope to include the four accepted divisions of retail-store activity, namely, store operation, merchandising, sales promotion, and accounting control.

b. When such an expression introduces a principal clause, it is preceded by a semicolon and followed by a comma.

1. There is a great difference between the two boys; namely, one is temperamental, and the other is practical.
2. Periodic reports may be either public or private; that is, they may deal with the affairs of a community or of a business organization.

### EXERCISES

A. In the following sentences insert capitals and punctuation wherever necessary.

1. Mr. Meredith Allen of 48 Washington Street Hartford was born on Friday October 13 1870.
2. Mr. and Mrs. Francis Paine gave a reception for Mrs. Elizabeth Long widow of Peter Long well-known explorer and naturalist.
3. James Henderson treasurer of the Brown Lumber Company arrived in Boston Monday morning.
4. Furthermore they asserted that enactment of the bill would curtail trading drastically.
5. On September 15 1943 Alexander Booth became general manager.
6. The maimed the halt and the blind as every student of history knows have scaled the heights of fame in spite of their handicaps.
7. Mrs. Howe declaring that her appointment was for Tuesday insisted upon seeing the director.
8. The chairman denied according to Mr. Bell that the Westchester Association had voted for a new parkway.

9. Professor Arnold author of several books on banking will make the address on Monday March 15.

10. The decision was made in January 1943 by Hobson Grant the executor of Miss Johnson's estate.

11. Lowell Tilden partner in the law firm of McNeil O'Donnell and Company 225 Broadway reported on the improved financial outlook.

12. John Tarrington left the following bequests \$10,000 to Andrew Baker his secretary and \$5,000 each to Helen Markham and Clara Jameson employees in his home.

13. Captain John H. Thompson for many years a leader in military training has been retired from the active list.

14. A powerful swimmer Mr. Eugene Standard won renown as a long distance swimmer and water-polo player.

15. John Carpenter of 500 Fifth Avenue president of the P. K. Carpenter Inc. furniture and upholstery dealers made the opening speech at the Washington convention.

16. Miss Evelyn Morris daughter of the late Pratt Morris founder of the Morris restaurants donated 10 per cent of the profits of her business during April to the endowment fund.

*B.* Rewrite the following excerpts, capitalizing and punctuating each correctly.

1. The test of your intelligence is your ability to take hold of your own life just as it is to know yourself make an estimate of your situation things that seem difficult at first will become easy rise above your failures excellence cannot be reached by merely looking for defects

2. Do your job to the best of your ability never belittle what you are doing success doesn't consist of doing something marvelous but in doing everything well

3. The art of talking is one of the most valuable equipments a businessman can have nearly all work that is above mere routine and physical labor involves talking and the success of the work often depends on the ability to carry the point in conversation the difference between a skilled and an unskilled talker is very great

4. Be loyal to your company be ready at all times to do what you consider to be to its best interests buy its products and promote the sale of them among others care for company property as though it were your own cooperate with other employees

5. Day after day night after night it goes on a secretary lifts the phone from its hook gives the word to the operator the signal flashes down the

line connections are made a secretary steps into the executive office and says "the call is ready"

C. Assume that a secretary has had the following dictated to her. Write each group so carefully that the dictator will find no mistake in punctuation.

1. Will you look into this matter and let us have your comments  
2. May we suggest that you immediately notify the bank to cancel this check

3. It is always a matter of considerable concern to us when we find ourselves unable to meet the wish of a valued customer

4. We sincerely urge you to buy now our coat collection has never been lovelier and you can be sure that each coat bearing a Perkins label is the finest quality obtainable at its price

5. I hope I have answered your question satisfactorily do not hesitate to write whenever a question comes up that is puzzling I shall do my best to help you

6. Our expert Dry Cold Storage affords your furs excellent cleaning and protection and it has the added convenience of allowing you to withdraw any article as many times as you wish at no additional charge

7. Easter comes early this year April tenth have you planned your new Easter outfit at Dudley's you'll find plenty of inspiration we're abounding in exciting new Easter fashions at our usual reasonable prices

8. We do hope you have enjoyed wearing the clothes you purchased this past year from us now that hot summer weather is on the way you're undoubtedly thinking of storage for your winter things and this year you'll want to be surer than ever that they are guarded from moths dust and damage

9. The next three points in order of frequency were "vocational efficiency" "study habits" and "preparation for American citizenship"

10. The biggest single financial investment your community makes is in its public schools as a taxpayer and businessman you have a vested interest in our youth for they will become your future employees America's citizens their attitude toward work and toward democracy itself will largely depend upon the kind of start they get

D. Write the following sentences, inserting commas wherever necessary.

1. A shortage of at least \$4100 was found in the accounts.
2. Men generally speaking look for jobs in their own line.
3. In the annual report recommendations were made for an endowment fund.

4. In accordance with our conversation this afternoon I am enclosing a booklet.

5. Frequent use of dramatization in the classroom i.e. of a court trial of lawmaking bodies in action increases interest.

6. We regret that as it has become necessary for us to revise our previous promise made for delivery we have changed the time to the week of June fourth.

7. In view of our increasing costs we regret it has been found necessary to advance this price to thirty cents a yard.

8. We are holding your order pending authorization to ship at this new price.

9. To be fair it must be said that we are slowly bringing ourselves to face the truth.

10. To show the scope of the secretary's work in the offices a list of her duties was drawn up by the supervisor.

11. Obviously women are not more industrious than men or more willing or more courageous or less affected by what people will say.

12. The social secretary has charge of the servants and laundry in fact of everything that comes along.

13. By means of illustrated telegrams it is now possible to picture what you sell. To the attention-compelling quality of a well-worded telegram it is therefore possible to add a picture that helps tell the story.

14. Recently however the city's Department of Commerce reported progress in its campaign to bring about an effective control of city travel which it regards as essential both in peace and in war.

15. Anyone of any age seeking to know the work around him may with the help of the suggestions offered here follow the paths that the pioneers of astronomy trod.

16. In the average business organization the cost of writing letters fluctuates from day to day and from letter to letter.

### **Use of the Comma to Set off Clauses**

1. Use commas to set off parenthetical clauses.

Meanwhile, however irked the politicians may be, the voters are having a field day.

2. Use a comma after a dependent adverbial clause which precedes the main clause if the meaning is not clear without

the comma. Such clauses are introduced most often by *as*, *if*, *since*, and *when*.

*Comma needed:* As arriving delegates poured from the train, the welcoming committee rushed forward to meet them.

*Comma unnecessary:* When the secretary had finished typing the letters she placed them on the desk.

3. Use a comma to precede a dependent clause introduced by *for*, *since*, *as*, when the clause gives a reason.

Claim cannot be made for any loss due to the carrier's delay, since the railroad does not guarantee the time of delivery of shipments.

4. Conservative usage advocates commas to separate the members of a compound sentence when the clauses are short and closely connected and contain no commas; modern usage often omits the comma in such sentences when the meaning is clear without it.

a. A mistake is an opportunity to make a correction, and this fact should be stressed in adjustment letters.

b. A loan is a debt and a debt is a promise to be kept.

5. Use a comma to set off a nonrestrictive or descriptive adjective clause. Such a clause is one that is not needed to make the meaning clear.

Mr. Taylor, who was a mediator for the organizations, settled the strike satisfactorily for both sides.

6. Do not use a comma to set off a restrictive adjective clause. Such a clause is one that is needed to make the meaning clear.

The firm dismissed all executives who disapproved of the new management.

7. Use a comma to set off informal direct quotations from the rest of the sentence.

"Lack of courtesy," declares Mr. Fairchild, "is the most costly thing in business." He continues, "No other thing costs so little as courtesy and is worth so much."

### EXERCISES

4. Tell where punctuation should be inserted in the following sentences.

1. Although he was warned of the danger he paid no attention to it.

2. After the speaker had finished the address the meeting was thrown open for discussion.

3. Mr. Williams who is the financial manager feels that conditions will improve next spring.

4. If man had observed nature's inventions more closely he would have made some of his own devices thousands of years before he did.

5. Mr. Brown who is a stamp collector himself started Mr. Simpson on his collection with a \$2000 purchase of about 8000 varieties of stamps.

6. If there is anything in the theory of private enterprise we have no right to expect private individuals to run railroads for our convenience at a loss.

7. A new step that is indicative of improvement in the capital market was taken today.

8. The city's snow-shoveling army was hampered by the cold which firmly shod the city's streets in rutted snow and ice.

9. A predicted rise in temperature late today which is likely to bring snow the Weather Bureau said will be but a slight reaction from the subnormal cold.

10. Although people may admit to themselves their many obligations they resent being reminded of them by others.

11. Every medical secretary will be called upon to do a good deal of typing which will include correspondence case records and index cards.

12. The best collection man is he who so trains his customers to pay promptly that the necessity to use collection methods is reduced to the minimum.

13. In an order as in every business letter the writer should try to save the reader's time and effort.

14. The errors that were made in typing the director's report were due to carelessness.

15. As he is accurate quick and reliable his work is held in high esteem by the president.

16. "If the secretary possesses good judgment" says an authority on secretarial duties "he can very easily weed out the callers that are unimportant."

17. The merchandise statement that you requested is enclosed.

18. If Mr. Sanders should resign a lively contest for the office would result.

19. Please send the original delivery sheet here after it has served its purpose it will be returned to you.

20. Letters of credit form a convenient and practical method of carrying funds during an extended tour. If you are planning a short trip arrange to carry express checks.

21. When assembling your fall wardrobe you'll find a Chapin charge account a wonderful convenience why not open one today just sign on the dotted line.

22. With new knowledge techniques skills methods and attitudes constantly being discovered and explored there is before us a constantly changing world which challenges those who are brave enough to answer the call.

*B. Write the following sentences taken from business letters and advertisements, and supply the necessary punctuation.*

1. Your letter came about a week ago but I have delayed writing until I could get opinions from several people regarding the question you ask.

2. If the Washington's Birthday holiday period is any barometer for business at the shore during this year we can all of us look forward to a very wonderful season.

3. Courtesy is in the spirit rather than in the expression polite phrasing in itself is not sufficient it must be backed by the proper mental attitude courtesy is politeness plus kindness.

4. Visualize the policyholder as you sit at your desk dictating the letter imagine the policyholder to be seated opposite you and dictate your letter as you would talk to him your letters should be democratic in spirit a democratic attitude is the ability to understand and to respect the other man's point of view.

5. For your convenience in making reservation we are enclosing a schedule of our special attention rates which we are offering to your group all you need do is designate on the card the number in your party type of accommodations desired date of arrival and departure and whatever your request may be it will have our best attention.

6. Next is the added advantage of selecting your coat leisurely making a small down payment then taking ten months between now and next winter to pay the balance we keep your coat safe in our scientific fur vaults until then—at no extra charge you pay no interest or carrying charges of any kind there are no extras!

7. There are included fascinating real-life stories about the leading composers which take the reader behind the scenes and show him the patterns of life the emotions and the human associations that helped to create the world's great music.

8. This letter does not go to you unawares. Your name is one of a group that the New Republic spent the summer collecting a group which comprises so far as we can judge not radicals or conservatives or any other sort of doctrinaires but just thoughtful Americans.

9. Not so very long ago stenography was associated mainly with what might be termed office routine the secretary reported for work in the morning took time out for lunch and left at a regular hour each night the office itself was the focal point for all business transactions.

10. Although general business knowledge is desirable it is important that young people who expect to meet the competition of today develop special skill and ability in some particular phase of business office work for instance although many have a slight knowledge of machine calculation few are really skilled.

## THE SEMICOLON

The semicolon is more than a comma but less than a period. It is often used instead of a period to separate two sentences that might be separated by a period but are closely connected in meaning.

This phase of our training must not be superficial; it must be deep and sound.

1. Use a semicolon between the clauses of a compound sentence when the conjunction is omitted or when the connection is not close.

Insulation can be best put into the walls of a house during construction; its later addition may not be so effective.

2. Use a semicolon to separate coordinate clauses when they are long or when they contain commas.

Storm windows should be provided on the exposed side of the house at the very least; but for real results, every window in the house should have protection.

Note, however, that when the coordinate clauses are short and closely connected, and contain no commas, all punctuation may be omitted or a comma may be used between the two clauses. In a survey made by Sterling Andrus Leonard, the author cites the opinions of seventy-six book, newspaper, and magazine editors on the punctuation of the sentence, "I have no fears and I anticipate no regrets."

Out of a total of 76 judges, 8 reject punctuation before *and* in a compound sentence of two short clauses; 13 prefer no punctuation; 41 tolerate the omission of punctuation; 14 require the comma; 23 prefer the comma; 17 tolerate the comma.<sup>1</sup>

3. Use the semicolon in lists of names with titles or addresses and in other lists which would not be clear if separated only by commas.

The speakers were Miss Elizabeth Betts, manager of Dalton and Blake, Little Rock, Ark.; Edward Slater, personnel director of The Arnold Company, Des Moines, Iowa; and James McGinnis, president of McGinnis and O'Donnell, Trenton, N. J.

<sup>1</sup> FROM LEONARD, STERLING ANDRUS. *Current English Usage*. Chicago, The National Council of Teachers of English.

4. For the semicolon with *for example, as follows, namely,* and similar expressions, see page 180.

## EXERCISES

A. Examine the following sentences and be able to explain the punctuation of each.

1. We dislike their plan, but there seemed no alternative.
2. The result was a surprise; hence there was a moment of uncertainty.
3. Three sets of standard tests have been prepared: (a) for local, county, or subdistrict contests; (b) for district or sectional contests; (c) for state or final contests.
4. The bookkeeper is checking his accounts carefully, for he expects the auditors today.
5. Finally, the Senate adjourned for the Christmas holidays.
6. Both the Democratic and the Republican members defended the bill, after which it was passed by a vote of 98 to 37.
7. Congress has debated the bill for several days; however, the members have not reached any agreement.
8. You have to keep your eyes open and catch hold of things; they'll not catch hold of you.
9. A bill that provided for the appointment of the State Social Welfare Commissioner by the Governor instead of by the State Board of Social Welfare was killed in both houses.
10. We have one passport, freedom; one objective, victory, total and unmistakable; and one purpose, a just and lasting peace.
11. It seems to me, therefore, that whatever we do about vocational training—and there is much to be done—we must make sure that every business student understands what business is, how it has developed, how it serves us, what are its defects.
12. A young man has always had to help make his opportunity, and he must do that today, as ever. But young men fail more nowadays than they used to, because they expect to reap almost as soon as they sow.
13. Good salesmanship does call for strong natural endowments, but most people have these endowments in some degree.
14. It can be said from the findings of this survey that women are discriminated against in two respects: a higher standard of performance

is required of them than is required of men, and women are paid less than men for work of equal rank.

B. In the following sentences insert punctuation wherever it is needed.

1. Mr. Cunningham did not seek office the office sought him.
2. Let the people deal with facts not promises with sworn testimony not propaganda.
3. The bank's deposits decreased 10 per cent the number of its depositors 5 per cent.
4. Building the habit of good English usage is not always easy yet it is precisely this habit that is so vitally necessary to business success.
5. Your payment of \$6.00 has been credited—\$2.30 to the July electric bill \$1.80 to the August electric bill and \$1.90 to your merchandise account.
6. Commerce has stimulated exploration and invention it has acted as a civilizing influence developing understanding and good will among nations and it has precipitated war.
7. The businessman of the future will meet new conditions each day so each day he must come to his day's work with a mind and will ready for the unexpected.
8. As a consumer the student has certain choices to make as he comes in contact with life situations consequently the student should be given an opportunity to solve his problems and to make his own choices.
9. In all important fields of human activities there are needed men and women who can get along with each other and with their superiors and subordinates men and women who can stand ridicule and criticism and can persevere in the face of jealousy and friction who will not wilt under discouragement nor flare up in anger and pitch their jobs.
10. This report includes discussions by C. R. Brown general editor of the Brown Book Company Grace Penton of the Randolph Vocational School Exville Missouri and Bliss Arnold credit manager of Johnson and Johnson, St. Louis.
11. Poor salesmen may be good people, always on time loyal and ready to help but they lack the ambition to study their work which is the mark of an expert salesman.
12. We need not render ourselves anxious about the exceptional student he is all right. He has been thrown into the sea but he does not need any life preserver he does not need to be coddled he will swim he was not born to be drowned.

## THE COLON

1. Use a colon after a formal salutation in a letter.

Gentlemen:      Dear Sir:      Dear Mr. James:

2. Use a colon or a period between figures to denote hours and minutes, as 3:30 or 3.30.

3. Use a colon to introduce a list.

- a. In a catalog:

The Commercial Extension, School of Commerce, Omaha.  
Two terms: June 9 to July 16; July 17 to August 22.

- b. In an announcement:

The following officers were elected for 1943-1944:

*President:* R. P. Dunn, Huntington Beach, California.

*Treasurer:* R. F. Betts, Ontario, California.

- c. In a news article and in business correspondence:

The following officers have been elected for the coming year: president, Lillie Freeman; vice-president, Lenore Traynor; secretary, Irene Stern.

4. The colon is usually omitted when the matter following the verb logically completes the sentence.

Among those at the Lafayette Centenary Exhibition were representatives of the Colonial Dames of America, the Society of the Sons of the Revolution, the Society of the Cincinnati, and the Sons of the American Revolution.

5. Use a colon to introduce a clause or a phrase that supplements a preceding statement.

- a. Everything seems favorable for increased production: the workmen are experienced, the morale is excellent, and the machinery is new.

- b. The following was adopted by unanimous vote:  
Whereas, in the opinion of the members of this association the projected dictionary is a much-needed work of reference; and Whereas, it is imperative that the dictionary be prepared under such direction as will guarantee its scholarly character; be it Resolved, That the American Political Science Association take note . . . etc.
- c. The brief lists five constitutional objections to Section 11 of the act, asserting:
1. That it is not a regulation of interstate commerce;
  2. That it invades the reserved powers of the states;
  3. That it contains no standards of guidance, and hence is an unconstitutional delegation of legislation authority;
  4. That it violates, etc.
- d. Russell Sage said that the best way for a young man who is without friends or influence to begin is by observing the following: first, to get a position; second, to keep his mouth shut; third, to observe; fourth, to be faithful; fifth, to make his employer think he would be lost in a fog without him; sixth, to be polite.
- e. Major purposes for the proposed division would be:
1. To serve as a clearinghouse for information affecting the problems of youth;
  2. To stimulate communities to make more effective provision for youth.
6. Use a colon to introduce a long, formal quotation.

John D. Rockefeller gives the following advice to a man starting out in life: "If you aim for a large, broadgauged success, do not begin your business career, whether you sell your labor or are an independent producer, with the idea of getting from the world by hook or crook all you can. In your choice of your profession or your business employment, let your first thought be the following: Where can I fit in so that I may be the most effective in the work of the world?"

### EXERCISE

Read the following sentences, supplying punctuation wherever it is needed.

1. The five major regions embrace (a) Northeastern United States and eastern Canada (b) midwestern United States (c) receiving ports on the great lakes and the St Lawrence River (d) southeastern and southern United States (e) western United States and western Canada.

2. It is helpful when introducing the insertion of paper to count the steps thus (a) To place paper next to paper guide (b) to get fingers and thumb under cylinder knob (c) to twirl paper in machine and (d) to remove paper.

3. The new officers of the Association are as follows

*Chairman* Robert Baxter head of commercial department Exville High School

*Treasurer* Louis Anthony head of commercial department Blank High School

*Secretary* Harry Baumont office machines instructor Roosevelt High School

4. The following three grand prizes were awarded

Division 1 John Hay High School Cleveland Ohio

Division 2 Henager Business College Salt Lake City Utah

Division 3 University of Washington Seattle

5. There are those who would divide business education objectives into three divisions business education for the consumer business education for a vocation and business education for social relationships

### THE QUESTION MARK (INTERROGATION POINT)

1. Place a question mark at the end of a direct question.

- a. Where would you find the age of the President of the United States?
- b. The secretary asked, "Who may be a member of the National Council of Business Education?"

2. Place a period, not a question mark, at the end of an indirect question.

The visitor asked how her life insurance could be tied up with her Social Security.

3. Place a question mark after several questions in a series to make them stand out forcefully. If the questions

are not emphatic, commas are preferred between them with the question mark at the end.

a. Have you any idea what the habit of being loyal is worth?  
Do you know what it means to your happiness? To your own success?

b. What is the capital of Peru, of Chile, of Venezuela?

4. Place a question mark after a quoted question coming at the end of a sentence.

The subject of the address is "What Basic Consumer Information and Attitudes Are Needed by All Commercial Students?"

5. Place a question mark after a date or other matter to express doubt as to its accuracy.

a. Your letter of January 6 (?) was delayed.

b. The services of the Transcription Club carried on from 1934-1936 (?) proved valuable.

6. When a question mark occurs within a sentence, it is never followed by a comma, a semicolon, or a period.

The store was first located downtown at Thirteenth Street (?) and later moved to Fifty-eighth Street.

### EXERCISE

In the following sentences supply punctuation wherever it is needed.

1. May we receive your order tomorrow
2. May I ask you to send me a list of your latest fiction
3. May I congratulate you on the excellent dinner served to our club last Wednesday
4. May I take up with you the matter of late delivery of your mail to your bank
5. Have you ever wished you could apply voluntarily for life insurance without dealing through an agent
6. Can you maintain a conversation in a pleasing voice can you walk with ease and poise can you tell a story can you sing play an instrument can you dance can you drive

7. Graduating business students have two problems to solve before they can confidently present themselves for an employment interview  
(a) What shall I wear (b) What shall I say

8. On the day of your interview, judge your costume as a whole by standing before a mirror and asking yourself the following questions

- a. Does my costume have an appearance of oneness
- b. Does the costume look as if it belonged to me or does it look borrowed
- c. Do I feel comfortable in the costume

9. Do you enjoy meeting people whose experiences have given them unusual things to tell do you like to talk with men and women who have thought things through not necessarily to your own conclusions but keenly or from an arresting new angle

10. What more fitting subject could be selected for the convention than "Modernizing Business Education"

11. Again I go to the businessman for my support what are the facts the understandings the attitudes the interests the ideals that businessmen would like their employees to have

12. Consider the following questions do we need to give more or less attention to typewriting in our high-school business curriculum does our course link up closely enough with actual business requirements

### THE EXCLAMATION POINT

1. Use the exclamation point after expressions of strong emotion.

- a. "I object!" roared the lawyer.
- b. Our holiday greetings to you, friends and fellow workers!

2. Use the exclamation mark after a word, a phrase, or a sentence to express surprise.

- a. What! a portable typewriter for twenty dollars!  
30 per cent Savings Now!
- b. "Serve America Now—So you Can See America Later!" advised the Greyhound Line.

## EXERCISE

Tell how the following phrases or sentences should be punctuated if they occurred in advertisements.

1. Probably the happiest woman in the world is one coming home with a new spring dress or hat
2. Box types fitted types warm sturdy smart with collars of rayon velveteen
3. Not only all-wool but all new wool quality that can take it
4. Shoes for dress shoes for business shoes for sportswear
5. How few men and women express themselves clearly how many of us are misunderstood when we talk and when we write

## QUOTATION MARKS

1. Use double quotation marks to enclose a direct quotation.

- a. "Will you finish the report today?" asked the supervisor.
- b. "All sorts of smart accessories," said the buyer, "mark the newest costumes."
- c. Mr. Richberg declared, "The economic conditions of this century have no duplicate in history."

2. Do not use quotation marks to set off indirect quotations.

- a. After the lecture was over, I went up to him immediately to ask him if I could have a talk with him.
- b. He said that he would be very glad to talk with me.

3. Quotation marks are used to enclose titles of books, individual poems, paintings, and magazines.

- a. A collection called "Three Masters of English Drama" contains Shaw's "Caesar and Cleopatra," Shakespeare's "Julius Caesar," and Dryden's "All for Love."
- b. The most valuable painting, "The Fisherman," sold for \$40,000.

Many modern publications prefer italics indicated in manuscript by underlining, rather than quotation marks, to indicate titles.

- a. The greatest manservant in literature since the days of Sam Weller is to be found in *Thank You, Jeeves!* by P. G. Wodehouse.
- b. *Grace for This Day*, condensed from *Good Housekeeping*, appeared in the January number of *The Reader's Digest*.

4. Use single quotation marks to enclose quoted matter within a quotation.

"With my first title, 'The Forge,'" T. S. Stribling says, "I tried to suggest the actual physical up-building of the South; and with my second, 'The Store,' I aimed at the commercial development."

5. Use quotation marks or underline the words to indicate italics to set off from the context any quoted or emphasized word or short phrase.

- a. Do not say "my residence" for "my house," or "retire" for "go to bed."
- b. Advertising is not only *a* help, it is *the* helpmate.
- c. The difference of opinion rests on the meaning of the words "business vocational efficiency."
- d. Various Scotch words, *e.g.*, "cosy," "bairn," "wee," have been added to what one may call our "nursery vocabulary."

### **Quotation Marks with other Punctuation Marks**

1. Quotation marks are always placed outside the period and the comma (see examples above).

2. Quotation marks are always placed inside the semicolon.

- a. Have you noticed that parts of your notes can be read upside down with entirely different meanings or no meanings at all?

For instance, in Gregg shorthand, "read" becomes "deck"; "back" becomes "rave"; . . .

- b. In a brief statement he declared that he had no political ambitions whatever; that any suggestion to the contrary "must be regarded as merely amiable gestures of good will dictated by friendship"; that his only hope and ambition is for victory in the war; that when the war is over he expects to retire into private life.

### EXERCISES

A. Write the following sentences, supplying capitals and punctuation wherever necessary and paying particular attention to quotation marks.

1. The program consisted of short talks on The Present Day Family Changing Ideals of Behavior and The Use of Leisure

2. Knowledge of social usage is often a factor in happiness and success said Dr. Ruth Strang of Teachers College

3. The mood in which most of the House voted Aye took no account of the meaning or consequences of the measure

4. In order to test preferences on radio programs a questionnaire has been sent out containing two questions what do you dislike on the air and what do you like on the air

5. In November the articles liked best by readers were teachers are citizens do we want to prevent crime and what are taxes for

6. The speaker declared that our goal should be the greatest possible freedom and security for every American citizen

7. Our generation said the speaker faces new events and new ideas bound to support destroy or modify the current beliefs about right and wrong

8. Something is wrong when not every man has an opportunity to work and earn his livelihood said the senator

9. Chairman Fletcher of the Senate Banking and Currency Committee once remarked no rules regulations laws restrictions or whatnot can prevent a man from being a fool or a knave if he chooses to be a fool or a knave

10. Inclusion in club programs of some form of welfare and health activity is the plan of practically every club group in the state declared the welfare chairman of the New York state federation of women's clubs.

*B.* Write the following quotations, supplying the correct punctuation.

1. Men who make their living by writing study words as a painter studies colors on his palette as the steel-worker studies the constituents of his metal writes James Melvin Lee

2. Robert Louis Stevenson believed that the first merit which attracts in the pages of good writers or the talk of a brilliant conversationalist is its apt choice and contrast of the words employed.

3. The speaker declared facility in writing clean-cut accurate informative reports would be of great value to every secretary. Secretarial work she continued will include courses in shorthand and typewriting and instruction in the use of office machines filing and handling of correspondence.

4. Charles R. Barnett says we convey our ideas to other men by words either spoken or written if we do not speak or write correctly that is according to the rules of English we are liable to be misunderstood and to suffer inconvenience the loss of time and often the loss of money.

5. The good old advertising term human-interest writes John B. Opdycke in the Language of Advertising applies especially to the study of English words there is an engaging human-interest attaching to most of our words that should of itself prompt to an intensive study of them and an intellectual curiosity about them.

6. The language used in a business letter says Carl Naether should be selected with the purpose of expressing the character and personality of one distinct person besides the kind of words used the manner in which they are used the construction and length of sentences and paragraphs lend business writing individuality and charm.

7. Another piece of good advice in regard to words is the following given by Walter H. Page go over the words you use to see if they be the best dont fall into merely current phrases if you have a long word see if a native short one can be put in its place which will be more natural and stronger avoid a Latin vocabulary and use a plain English one.

8. The stenographer should know how to use words says W. L. Mason for it is by the use of words he makes his living there is no more common complaint made against a poor stenographer than that he misuses words either he abuses them by transposing their letters or he mutilates them by disbowelling or dismembering them or substituting wrong words for right ones.

## THE APOSTROPHE

1. Use the apostrophe in contractions in the place of the omitted letter or letters: *don't*, *we're*; and in place of the first two figures for the year: *the Class of '46*.

2. Use the apostrophe or the apostrophe and *s* to indicate the possessive of nouns: *John's* typewriter. For further use of the apostrophe with the possessive case, see pages 218–219.

3. As a rule, the possessive form in apostrophe and *s* should be confined to persons: the *history of America* is preferable to *America's history*; the *legs of the table*, not the *table's legs*. However certain idiomatic expressions, generally expressing a period of time, are used in the possessive: a *day's* pay, a *week's* rest, two *months'* work, three *years'* interest.

4. Use the apostrophe and *s* to form the plural of figures and letters of the alphabet: *6's*, *n's*.

5. Use the apostrophe and *s* to form the plural of a word used *as a word*.

There are too many *not's* in that sentence.

6. Do not use an apostrophe in abbreviations to show the omission of a letter or letters: *bus*, *Dept.*, *Messrs.*, *Supt.*

## EXERCISES

A. Write the numbers of the following phrases on your answer paper. After each number, write *C* if the apostrophe is correctly used; rewrite the phrase correctly if it is incorrect as it stands.

1. the boy's face
2. the boys' faces
3. the employee's homes
4. Samuel Clemens's *Tom Sawyer*
5. Bess's paper
6. each days' assignment
7. Jane Addam's autobiography

8. Wilson's and Harding's policies
9. the attorney-general's signature
10. Abamowitz' dress shop
11. Hoover and Roosevelt's platform
12. the children's department
13. Canada and New York's coastlines
14. five month's tuition
15. four day's march
16. six years' guaranty
17. Henry Brown, Jr's, secretary
18. today's program
19. a week's report
20. one month's course
21. The Womans' Home Companion

B. Write the following phrases and insert an apostrophe or an apostrophe and s ('s) wherever needed.

1. four hours work
2. the Navys ultimate objective
3. the Postmaster-Generals office
4. Mr. Lewis new novel
5. New York States inheritance tax
6. the Board of Aldermens decision
7. one anothers plans
8. Admiral Richard E. Byrds flagship
9. womans right to vote
10. the editor-in-chiefs opinion
11. a gentlemans agreement
12. the governments project
13. Professor Hopkins suggestion
14. the Presidents committee
15. the squadrons personnel
16. Commander McGinnis request
17. Dr. and Mrs. Henrys efforts
18. Jones and Companys goods
19. the bankers (plural) four-year plan
20. other peoples money
21. ladies dresses
22. Rule and Warren Companys sales

23. clubwomens efforts
24. babies diseases
25. Philip Bowen, Jr., secretary
26. two months cruise
27. the citizens budget commission
28. Bell and Edisons inventions
29. each others beliefs
30. four engineers estimates
31. Jane and Elsie's mothers
32. the American Legions demand
33. every days reports
34. Mr. Dickenson and Mr. Alberts families
35. the babys top

C. Write the following sentences, inserting an apostrophe or an apostrophe and s wherever needed.

1. After five hours deliberation, the jury convicted the two men.
2. Federal employees salaries must be looked after and corrected.
3. The storm lashed Portugals coast for several days.
4. Details of the values will be found in tomorrows *Times*.
5. The army's week-end sports events attracted many visitors.
6. Travelers checks totaling \$730 were found in his possession.
7. A program of forty minutes duration was arranged for the girls.
8. At the Presidents birthday ball a "surprise number" will be the evenings entertainment feature.
9. Societys interest is focused on a pageant to be given at the Waldorf-Astoria on January 30.
10. In the mountain region of Virginia the children learn, in addition to their three Rs, various handicraft activities.
11. The Womans Auxiliary of St. Johns Protestant Episcopal Church will meet on November twenty-fifth.
12. Members of the Lions Club attended the annual dinner of the homemakers section of the Womans Club held on Halloween.
13. One of the schools founders declared that the proceeds from the sale of womens clothing should be used for the support of needy children.
14. The Spruce Tree Club, which has been meeting at the Citizens Civic League Clubhouse, leased Walter McGinnis property this week and will use the building for future assemblies and also for a womens exchange benefit shop.

## ITALICS

To indicate that words, phrases, or sentences are to appear in italics in printed matter, such items are underlined in the typewritten or handwritten manuscript.

The following expressions usually appear in italics:

1. Foreign expressions that are not regarded as part of the English language: *faux pas*, *pièce de résistance*. So many foreign expressions have been adopted and have become a part of the English family of words that it is often difficult to know which are still considered foreign. When in doubt, one should consult a dictionary, making sure how the dictionary indicates italics.

2. Words or expressions to which a writer wishes to give emphasis.

- a. Though current conditions are fast undermining it, the old-fashioned virtue of *thrift* is just as important today as it ever was.
- b. From the mechanical point of view, business letters naturally fall into three classes—the *short letter*, the *ordinary one-page letter*, and the *long letter*.

3. A word spoken of as a word.

The word *sandwich* has an interesting derivation.

4. Titles of books, magazines, newspapers, and other whole printed works. Today this style is usually preferred to quotation marks.

When *an*, *and*, or *the* is part of a title, it should be italicized: *The Merchant of Venice*, *The New York Times*.

Quotation marks are preferred for titles of parts of books.

5. The names of ships. Authorities differ as to the correct manner of writing the names of ships. Some prefer italics; some, quotation marks; and others, neither: the *Normandie*, the "Normandie" or the Normandie.

6. The words *continued, continued on page, to be continued, to be concluded.*

### EXERCISES

Tell what words or phrases in the following sentences might be italicized in printed matter.

1. For years, readers of Field and Stream admired Henry Summer Watson's hunting and fishing scenes on the covers of the magazine.

2. Theater may be spelled either theater or theatre. Theater is the American form; theatre, the English form.

3. Many boxes were sold for the matinee of La Boheme Friday afternoon at the Metropolitan Opera House.

4. In the West we find the Columbus Ohio State Journal, the Detroit Free Press, and the Chicago Daily News fearful of the effects of such monetary policies.

5. Yale University was presented with a complete set of the first edition of Daniel Defoe's Robinson Crusoe.

6. We can well afford to question ourselves as to how staunchly our house of today will withstand the storms of tomorrow.

7. Italian has contributed to the English language finale, piano, sonata, and many other words relating to music.

8. Most people think that the term synthetic means a substitute for a natural fiber.

### PARENTHESES

1. Parentheses are used to set off supplementary matter that is explanatory but not necessary to the grammatical structure of the sentence. The dash today is often preferred in this connection, particularly if the inserted material is intended to be emphasized.

a. There is much agreement (it isn't unanimous, however) that there are too many business education associations.

b. Letter paper (standard size) is longer than it is wide.

2. Parentheses are used to enclose letters or figures to mark the division of a subject. Roman numerals should not be enclosed in parentheses.

Economies may be effected on typewriter ribbons by (a) ordering in the proper volume; (b) attempting to get the full use from each ribbon commensurate with appearance; and (c) making competitive tests of samples.

3. Parentheses are used to enclose a question mark following a word or a statement about which the writer is in doubt.

a. We read *The Ballad Book* by Katherine (?) Lee Bates.

b. Purcell, Henry. 1658 (?) to 1695.

4. Parentheses may be used around dates that indicate the years of a person's life.

Sir Arthur Conan Doyle (1859-1930).

5. Parentheses are used in legal documents, in formal reports, and in formal letters to enclose figures following a written sum of money.

In payment of three thousand dollars (\$3,000).

#### THE DASH

Careless writers use the dash in place of other punctuation marks, particularly the comma. It should be used sparingly and carefully.

1. The dash is used to show an abrupt change in thought and before a final clause in a long sentence to summarize or to emphasize the preceding thought.

a. He went to Gaspé—wherever that may be.

b. Not money, or fame, or power; but sincerity, joy in life, intelligence, friendliness, resourcefulness, strength of purpose, gracious manners, beauty of spirit, generosity, dependability, helpfulness, and nobility of conduct—these are the real measures of what one is.

2. The dash is sometimes used to set off expressions that are appositive or parenthetical.

- a. With luminous facts, the book lights the sorry picture of our wasted national riches—soil, water, forests, minerals, wild animals, and bird life.
- b. One of the distinctive features of these books—a feature that is especially valuable in class use of the material—is the variety of exercises on every subject discussed.
- c. *An Introduction to Architectural Drawing* aims to explain graphic methods of representing the elements of a simple building—the house, including floor plans, elevations, vertical sections, and large-scale details.
- d. There is ample repetitive drill and training for every sensory channel—the eye, the ear, the hand, the voice—each supplementing and strengthening the others.

3. The dash is used in catalogs and bibliographies to denote repetition of an author's name.

Opdycke, John Baker.	<i>Don't Say It</i>
_____	<i>Get It Right!</i>
_____	<i>Handbook of English Usage</i>
_____	<i>Take a Letter, Please!</i>

4. The dash is used instead of *to* in references to dates, pages, paragraphs, chapters, and the like.

1940–1950	paragraphs 3–7
pp. 55–61	Chaps. V–VIII

### EXERCISES

Discuss orally in class the following statements taken from authorities on punctuation.

1. This matter of punctuation may seem trivial but it is important, and wordy debates have turned on it.
2. Remember that the special function of punctuation is to clarify the meaning intended to be conveyed.
3. The purpose of all punctuation is to aid the reader to understand written material.

4. What inflection is to the voice, punctuation is to writing.
5. The tendency today in all kinds of writing is definitely toward the simplification, that is, the minimization, of punctuation.
6. Punctuation is extremely important in all correspondence, but particularly so in letters involving business transactions; much misunderstanding and even litigation may result from a misplaced comma or other mark.
7. Punctuation is based upon grammatical analysis, hence a good grammarian should be able to punctuate correctly.
8. Marks of punctuation, like guideposts, are intended to point out the way that the traveler may continue his journey without having to retrace his steps.

### THE HYPHEN

1. Use a hyphen to show the division of a word at the end of a line when there is not enough space to write the whole word. (See rules for syllabication.)

2. Use a hyphen to join the parts of a compound word: *half-yearly*, *self-control*.

As opinions differ so much concerning the use of the hyphen and as no hard and fast rules can be laid down for a great many words, it is advisable to observe the preferred modern usage and to consult a recent edition of a dictionary when one is in doubt. The tendency today is to write many words "solid" that formerly were hyphenated: *today*, *tomorrow*, *tonight*, *goodby*, *semiannual*.

3. Write "solid" two nouns used together to form another when the preferred noun is a monosyllable: *homework*, *bedroom*.

4. Write "solid" words compounded with *like*: *businesslike*, *homelike*; pronouns compounded with *self*: *himself*, *ourselves*; and most words compounded with *over* and *under*: *overstock*, *underestimate*.

5. With numbers

a. Use the hyphen in compound numerals: *fifty-four*.

b. Use the hyphen when compounding numerals with other words: a *6-yard* pass, a *2-hour* parade, a *three-room* apartment, a *40-hour* week.

6. With fractions

a. Use a hyphen when the fraction is used as an adjective: *one-half* year.

b. Do not use a hyphen when the fraction is used as a noun: *one third* of the class, *one fourth* of the can.

7. Use the hyphen in compounds made up of nouns and prepositional phrases: *day-to-day* transactions; between words forming an adjective when it precedes the noun modified: *man-sized* undertaking. But if one of the words is an adverb ending in *ly*, do not use a hyphen to connect it with the participle or with the adjective: *beautifully arranged* index, *decidedly complimentary* remarks.

8. Use the hyphen ordinarily in compounds made up of prefixes joined to proper names: *pro-British*, but *transatlantic*; and in compounds of unusual formation: *mid-January* sale, *pre-Easter* events.

### EXERCISES

A. Write these words, using hyphens to show where each word may be divided at the end of a typewritten line.

- |                   |                    |                    |
|-------------------|--------------------|--------------------|
| 1. acknowledge    | 11. notify         | 21. satisfactory   |
| 2. association    | 12. occupation     | 22. schedule       |
| 3. business       | 13. permanent      | 23. several        |
| 4. correspondence | 14. possibility    | 24. situation      |
| 5. estimate       | 15. president      | 25. sufficient     |
| 6. general        | 16. property       | 26. superintendent |
| 7. hundred        | 17. received       | 27. thousand       |
| 8. immediately    | 18. reference      | 28. usual          |
| 9. material       | 19. remittance     | 29. variety        |
| 10. necessary     | 20. responsibility | 30. vitamin        |

**B.** Rewrite the following sentences, being careful to determine words that should be written solid and words that should be hyphenated.

1. He considered the catalog well printed and conveniently arranged.
  2. His self conscious attitude amused the editor in chief.
  3. My room mate goes out for both base ball and basket ball.
  4. The book keeper's hand writing showed unusual nervousness.
  5. The three quarter length standing figure is life size.
  6. The well dressed young woman wishes to have an X ray examination of her hand.
  7. Many modern chairs are descendants of period shapes, but modified for up to date needs.
  8. The century old prison housed nearly three times as many inmates as it was designed to hold.
  9. A day bed is inexpensive, good looking, and very appropriate for a one room apartment.
  10. The business like view point of my brother in law impressed both the coach and the teams.
  11. Three bed rooms, a bath room and a dining room were added to the old farm house.
  12. His class mates consider him the best foot ball player in the league.
  13. The companion way was so crowded that no one could see when the gang plank was raised.
  14. The lay out of the advertisement pleased the copy writer.
  15. Road side bill boards were assailed yesterday in a report by the Long Island State Park Commission.
  16. It would seem that the poll has effected a nation wide release of pent up feeling on all sides of the question.
  17. A man has small chance to get some where and be some body if he is entirely dependent upon his next pay check.
  18. The most essential requirement of a one room home more over is that it must look first and fore most like a living room, while carefully concealing the function of being also a bed room.
- C.** Write the following list, indicating whether the words should be written as one word (*afterthought*), as two words (*ill humor*), or hyphenated (*son-in-law*). In some cases authorities differ in these respect. In cases of doubt consult an unabridged dictionary.

- |                               |                    |                                  |
|-------------------------------|--------------------|----------------------------------|
| 1. air plane                  | 20. every body     | 39. more over                    |
| 2. all right                  | 21. every where    | 40. mud guard                    |
| 3. al ready                   | 22. fellow citizen | 41. non essential                |
| 4. al to gether               | 23. fire men       | 42. note book                    |
| 5. basket ball                | 24. foot ball      | 43. not with standing            |
| 6. bath tub                   | 25. for as much    | 44. other wise                   |
| 7. bond holder                | 26. frame work     | 45. our selves                   |
| 8. book keeper                | 27. grand father   | 46. out look                     |
| 9. broad cast                 | 28. head quarters  | 47. over charge                  |
| 10. business men              | 29. him self       | 48. over due                     |
| 11. class mate                | 30. horse power    | 49. per cent                     |
| 12. coast to coast hook<br>up | 31. house boat     | 50. post office                  |
| 13. common weather            | 32. how ever       | 51. school room                  |
| 14. court house               | 33. in as much     | 52. search light                 |
| 15. cross reference           | 34. inter urban    | 53. self conceit                 |
| 16. cup ful                   | 35. land mark      | 54. proof reader                 |
| 17. dining room               | 36. law giver      | 55. safe guard                   |
| 18. earth quake               | 37. letter writing | 56. Pan American Con-<br>ference |
| 19. else where                | 38. living room    |                                  |

*D.* Write the words in the following list, inserting hyphens wherever they are necessary.

- |                              |                           |
|------------------------------|---------------------------|
| 1. ready to wear dresses     | 6. a fifty fifty decision |
| 2. eighteen year old student | 7. last minute efforts    |
| 3. sixteen inch water main   | 8. nation wide prosperity |
| 4. life size portrait        | 9. gray green walls       |
| 5. over the counter market   | 10. young daughter in law |

## CHAPTER XII

# A Review of English Grammar

THE parts of speech are these:

noun	pronoun	adverb	conjunction
verb	adjective	preposition	interjection

### NOUNS

A noun is the name of anything, as a person, a place, a thing, a quality, or a condition.

**Kinds of Nouns.** Nouns are common, as *brother*; proper, as *Jane*; concrete, as *table*; abstract, as *courage*; collective, as *regiment*.

**Gender.** Gender is the grammatical modification of the noun that denotes sex: *masculine*, as *man*; or *feminine*, as *woman*. If the gender of a noun denotes neither sex, it is *neuter*, as *clock*.

The gender of English nouns is indicated by the use of different words for the masculine and the feminine, as *uncle*, *aunt*; or by the use of a suffix, as *actor*, *actress*.

**Number.** Number is the form assumed by a noun to indicate whether it denotes one thing (singular) or more than one thing (plural).

1. Most nouns form the plural by adding *s* to the singular: *banks*, *desks*.

2. Nouns ending in *s*, *sh*, *ch*, *x*, and *z* form their plurals by adding *es* to the singular: *branches*, *boxes*.

3. Nouns ending in *f* or *fe* usually change *f* to *v* before adding *es*: *thieves*, *knives*. Some nouns ending in *f*, however, add *s* to form the plural: *beliefs*, *chiefs*.

4. Nouns ending in *y*.

a. Nouns ending in *y* preceded by a consonant, and those ending in *quy*, form their plurals by changing *y* to *i* and adding *es*: *ladies*, *colloquies*.

b. Nouns ending in *y* preceded by a vowel form the plural in the usual way by adding *s* to the singular: *valleys*.

5. Nouns ending in *o*.

a. Nouns ending in *o* preceded by a vowel add *s* to form the plural: *portfolios*, *studios*.

b. Nouns ending in *o* preceded by a consonant regularly form the plural by adding *es*: *mulattoes*, *tomatoes*. Common exceptions: *pianos*, *solos*, *sopranos*.

c. Several words ending in *o* form their plurals in both ways: *cargoes*, *cargos*; *mottoes*, *mottos*.

6. Nouns that retain their foreign endings form their plurals in the following manner: those ending in *a* to *ae*, as *alumna*, *alumnae*; *us* to *i*, as *alumnus*, *alumni*; *um* to *a*, as *erratum*, *errata*; *is* to *es*, as *crisis*, *crises*; *on* to *a*, as *phenomenon*, *phenomena*.

Several foreign words have two plurals: the foreign plural and the regular English plural, as *appendix*, *appendices* or *appendixes*; *memorandum*, *memoranda* or *memorandums*.

7. Plurals of titles. When the title *Mr.*, *Miss*, or *Dr.* is used with a name, the whole term is pluralized by making plural the title only; as *Mr. Harper*, *the Messrs. Harper*; *Miss Brown*, *the Misses Brown*; *Dr. Lee*, *the Drs. Lee*; *Mesdames Hall*, *Graham*, *and Simpson*; *the Reverends Samuel McKay and Duncan Ross*. When *Mrs.* is used to designate two married

women with the same surname, the proper name is pluralized, as *the Mrs. Browns*. When the surnames differ, as often occurs in a list, the title *Mesdames* is used, as *Mesdames John Green, Lawrence Stevenson, and Walter Griffin*.

8. Proper nouns form their plurals in the usual way by adding *s*: *Helens, Barrys, Murphys, Carolinas*.

A proper noun ending in a sibilant forms its plural by adding *es*: *Joneses, Adamses*.

9. Certain words are used in the plural form only: *annals, goods, scissors*.

10. Some nouns are plural in form but singular in meaning: *mathematics, news*. Such a noun, therefore, takes a singular verb.

11. Some nouns form their plurals by the change of an internal vowel or vowels: *men, women, geese*.

12. Some nouns have the same form in the plural as in the singular: *deer, salmon, sheep, Chinese*.

13. Most compound nouns form the plural by adding the sign of the plural to the fundamental part of the word: *editors-in-chief, sons-in-law*.

14. When words are written solid, the sign of the plural in some words is at the end: *bookcases, saleswomen*; in others both parts are made plural: *menservants*.

15. Letters and figures form their plurals by adding *'s*: *A's, 8's*. When a number is written out it forms its plural regularly: *eights*.

### EXERCISES

A. Write the following sentences, supplying the plural form of each of the nouns in parentheses.

1. I found five (Gates) and six (Sherry) in the directory.
2. (Mr.) White and MacDonald attended the meeting.
3. The mountain districts of the (Carolina) attract many visitors.

4. The Frederick (Gibbs) have decided to spend the winter in Florida.
5. The James (Kelly) sailed in January for South America.
6. Favorable news has been received from the Middle West, particularly from the (Dakota).
7. The roster of the Glee Club includes the (Miss) Rose Abbott, Eleanor French, and Martha King.
8. The (Adams) have been a distinguished family in American history.
9. The (Mrs.) James Ayer, John Bolton, and Thomas Hall were patronesses at the Manor Club Dance.
10. The (Holmes) have run this factory for three generations.

*B.* Read aloud the following sentences, using in each case the correct form of the noun in parentheses. If you are not certain, consult a dictionary.

1. The (Alumnus) Society of the Grove High School will give a dance on New Year's Eve.
2. In principle all (planetarium) are alike.
3. Coupled with this, business (index) are giving confirmation to the belief that stocks are headed higher.
4. Our treasurer is an (alumni) of Harvard.
5. Are the (datum) presented in these reports a safe basis of judgment?
6. The (memorandum) made by the secretary concerning her instructions for the clerical force were complete in every detail.
7. These (index) of prosperity are to be found in clearinghouse figures and car loadings.
8. (Bacterium) are found in the bodies of all living animals.
9. He made various (analysis) of the financial condition of the company.
10. Miss Graham and Miss Baxter are (alumna) of Vassar.
11. Many (phenomenon) in the sky frightened the Indians.
12. Flynn and Jackson are (alumnus) of Yale.

*C.* Read aloud the following sentences, supplying in each case the plural form of the word in parentheses.

1. Superstitious (belief) have affected the happiness of men in all periods of history.
2. It takes several (vatful) of rose petals to produce an ounce of perfume.
3. The architect's (portfolio) contained sketches of Colonial, Spanish, and Georgian houses.

4. The (wharf) burned before the fire engines reached the waterfront.
  5. These (cameo) are family heirlooms.
  6. There were so many (mosquito) that we decided not to rent the cottage.
  7. Their new (studio) lacked the charm of their old ones.
  8. It is unusual to find so many (shelf) in a small house.
  9. (Tornado) have again and again destroyed millions of dollars worth of property in the state.
  10. The cook used three (cupful) of flour and one of milk for the muffins.
  11. Many games are played with (die).
  12. The barrel (staff) made good kindling.
  13. Every Monday at nine she sings (solo) from station ABC.
  14. The word *accommodation* has two (n).
  15. Many pupils make their (8) incorrectly.
  16. The immediate origin of the (crisis) is still disputed.
  17. Recovery is not subject to mathematical (formula).
  18. (Formula) for stories have too often been used by inexperienced writers.
  19. The act provides for the retention of naval (basis).
  20. There are now twenty of those unique combinations of theater, school, and motion-picture house known as (planetarium).
  21. The (appendix) to some encyclopedias contain interesting information.
  22. The Aurora Borealis is one of the most striking natural (phenomenon).
  23. It is impossible to rest with two (radio) going.
  24. After the strike, the (dynamo) of all the factory's machines hummed with energy.
  25. The (staff) of both officers were invited to the banquet.
- D. Tell which verb form of the two in parentheses in each of the following sentences is correct.**
1. The data in the patent office (do, does) not indicate that the inventive mind is stimulated in times of depression as much as in times of prosperity.
  2. The alumnae of Mount Holyoke (has, have) a strong association in New York City.
  3. Bacteria (is, are) the source of many diseases.
  4. Our curricula (offer, offers) fifty different subjects.

5. The alleged phenomenon of spiritualism (**is, are**) to be investigated by an impartial committee of scientists.
6. Parentheses (**are, is**) used less often today **than** formerly.
7. The following data (**were, was**) from the salesmen.
8. Both his Master's and his Doctor's theses (**deserves, deserve**) commendation for their scientific grasp and logical development of matter.
9. The addenda (**contain, contains**) only **five** corrections.
10. The syllabi of the best private schools (**offer, offers**) courses required for college entrance.
11. Such data (**supply, supplies**) valuable information of students in senior organizations.
12. The errata (**contains, contain**) corrections of typographical errors.
13. The synopsis (**include, includes**) an outline of the article on new trends in education.
14. The alumni (**gather, gathers**) yearly at the University on Lincoln's Birthday.
15. The agenda of the committee on organization (**were, was**) released **here** today.
16. The criteria of modern artists (**differs, differ**) from those of the past.
17. The acoustics of the new music hall (**is, are**) **considered** fine.
18. New goods (**is, are**) to be received soon.
19. The scissors (**was, were**) sharpened yesterday.
20. It **is** only occasionally that higher mathematics (**have, has**) any meaning to the average college student.
21. **Is it true** that politics (**are, is**) of little interest to most citizens?
22. Civics (**are, is**) a required subject in many high schools.
23. A series of parties (**is, are**) being planned for the new year at the various country and yacht clubs.
24. The news in the daily papers (**is, are**) **eagerly read** by businessmen.
25. We shall use any means that (**seem, seems**) suitable.

**Collective Nouns.** Collective nouns may be regarded as singular or plural: singular, if the word denotes a group acting as an individual; plural, if the word denotes the individuals that make up the group, that is, if the members of the group are thought of as acting independently.

1. Our *Board* of Education consists entirely of men.
2. The *Board* of Education were divided in their opinions about teachers' salaries.
3. *Henderson, Blake, and Company* is responsible.

Such nouns as *number*, *rest*, and *remainder* follow this rule:  
*The number* is usually singular.

*The number* of students in economics *has* increased rapidly.

*A number* is usually plural.

*A number* of students in economics *have* signified their intention to take advanced work.

### EXERCISES

Read aloud the following sentences, using in each case the correct word of the two in parentheses. Be able to give reasons for your choice.

1. The jury (was, were) divided in their opinions on the case.
2. The jury (was, were) made up of ten men and two women.
3. The majority of the class (appears, appear) interested.
4. The crowd (is, are) cheering madly.
5. The faculty (is, are) likely to vote twenty to one in favor of the Bill.
6. The Y.W.C.A. (regret, regrets) that it is impossible at present to set aside this regulation.
7. Every year the Salvation Army (collects, collect) money for Christmas dinners for the poor of the city.
8. The Arista, the honor society of the school, (request, requests) the privilege of using the auditorium on June the tenth.
9. The faculty (is, are) divided in (their, its) demands for more playground space for pupils.
10. The American people (is, are) united in this patriotic effort.
11. All people (desire, desires) peace for future generations.
12. No people (has, have) a right to ignore the opinions of (its, their) neighbors.
13. Every people must be able to judge for (itself, themselves).
14. The Advertising Federation of America (has, have) just published a pamphlet called "The Advertising Man in Detroit."

15. The Federal Board for Vocation Education (has, have) revised the syllabus for Agricultural Evening Schools.

16. The Bureau of Educational Research of the College of Education (have, has) printed "A Program of Educational Guidance for High Schools."

17. The United States Department of Commerce, through the National Committee on Wood Utilization, (have, has) issued a pamphlet labeled, "You Can Make It."

18. Peabody, Masters and Company (refers, refer) to (their, its) letter of January third.

19. The majority of us (is, are) satisfied with the decision.

20. The Anderson Company (write, writes) that this pattern is discontinued.

21. Allen & Co. (have, has) agreed to sign the lease on Wednesday.

22. The Court of Errors and Appeals (has, have) upheld the injunction.

23. The Securities and Exchange Commission (have, has) announced the appointment of an administrator of (their, its) Cleveland office.

24. The Pelly Industries, Inc. (report, reports) net assets on September 30 amounting to \$8,435.

25. The National Association of the Shippers Advisory Board (is, are) to meet in Chicago on October thirteenth.

**The Possessive Case of Nouns.** Nouns form the possessive case in various ways, as follows:

1. The apostrophe is used to denote the possessive case of a noun: the *girl's* work (singular), the *girls'* work (plural).

2. Nouns not ending in *s* form the possessive singular by adding an apostrophe and *s* to the nominative: *boy's*, *Henry's*.

3. Nouns ending in *s*, *x*, or *z* in the nominative singular form the singular possessive as follows:

a. Nouns of one syllable usually add an apostrophe and *s* to the singular nominative: *Cross's*, *Cox's*, *Heinz's*.

b. Nouns of two syllables preferably add an apostrophe and *s* to the singular nominative, but may add an apos-

trophe only: *Douglas's or Douglas'*; *Gomez's or Gomez'*. When an *s* or *z* sound precedes that in the final syllable, it is customary to add only the apostrophe: *Moses'*.

c. Nouns of three syllables add an apostrophe only to the singular nominative: *Abramowitz'*, *Stettinius'*. Since this construction is so awkward, it is usually avoided by using a prepositional phrase instead of the possessive case: *of Stettinius*, *of Abramowitz*.

4. Nouns ending in *s* in the plural form their possessive plural by adding an apostrophe only to the singular: *boys' suits*, *the Joneses' car*, *the Woolleys' yacht*.

5. Nouns not ending in *s* in the plural add an apostrophe and *s* to the nominative plural to form the plural possessive: *men's*, *women's*.

6. When two nouns are joined by *and*, the apostrophe *s* is added to both to show *separate* possession, and to the last only to show joint possession: *Macy's and Wanamaker's* goods, *boys' and girls' clothing*, *Lord & Taylor's* goods.

7. When the possessive case of inanimate objects is used, the apostrophe must not be omitted: *a day's trip*, *two months' interest*, *a week's rest*.

8. The apostrophe is sometimes omitted in titles where it would naturally be expected. In such cases, the title should be checked to find out how it is written by the company or association: *The High School Teachers Association*, *Governors Island*, *St. Regis Paper Company*, but *State Teachers' College*.

9. The apostrophe with *s* is added to the last word of a phrase that is considered as a compound noun and denotes a person or persons: *father-in-law's*, *lieutenant colonel's*, *the Duke of Windsor's*.

## EXERCISE

For practice in using the apostrophe, write each of the following phrases and beside it write the corresponding possessive form, placing the apostrophe correctly.

*Example:* the report of the nurse—the nurse's report

1. the statement of each day
2. the licenses of the operators
3. the announcements of Exeter and of Andover
4. the recommendations of the delegates
5. the demands of the workers
6. the employees of Silver and Company
7. the duties of the men
8. the room of the children
9. the property of the Englishmen
10. the nursery of the babies
11. the efforts of the ladies
12. the decision of the directors
13. the meetings of the teachers
14. the toys of the baby
15. styles of the women
16. the bicycles of my brothers
17. the home of my sister-in-law
18. the salary of one year
19. the wages of two weeks
20. the pay of four days
21. the interest of three months
22. the report of one week
23. the gifts of John D. Rockefeller, Jr.
24. the novels of Booth Tarkington and of Ellen Glasgow
25. the home of Jane and Anne

## PRONOUNS

A pronoun is a word used in place of a noun.

## Case

1. The nominative case of pronouns is used:

a. As subject:

*They* paid the premium promptly.

*I* met the chairman yesterday.

b. As a predicate complement:

It is *I* (*he, she, we, they*).

c. In apposition with the subject of a verb or with a predicate nominative:

*We* trustees must carry out the policy of the college.

2. The objective case of pronouns is used:

a. As the object of a verb:

The president trusted *him*.

I do not know *whom* you want.

*Whom* do you wish to see?

*Who* did you wish to see? (an accepted colloquialism)

b. As the indirect object of a verb:

The treasurer gave *him* fifty dollars.

c. As the object of a preposition:

The task was to be divided between *you* and *me* (not *you* and *I*).

The book was left for *you* and *him* (not *you* and *he*).

*Whom* are you looking for?

*Who* are you looking for? (An accepted colloquialism.)

d. As subject of an infinitive:

They asked *him* and *me* (not *he* and *I*) to report to the office.

Let *her* and *me* (not *she* and *I*) finish the proofreading.

3. The possessive case of pronouns is used:

a. To denote possession:

*Their* estate was divided equally.

They were interested in the campaign and *its* results.

Note that there is no apostrophe in possessive pronouns. The correct forms are *its*, *hers*, *ours*, *yours*, *theirs*.

Note that *whose*, the possessive pronoun, must not be confused with *who's* meaning *who is*.

*Whose* book is that?

*Who's* going to the theater with me next Thursday?

b. To complete the predicate when the noun is omitted:

The book is *mine* (*hers*, *his*, *yours*, *theirs*).

c. To form a double possessive:

This chair of *yours* should be upholstered.

A book of *his* has just been published.

d. To modify a gerund (see page 241):

On account of *his* going to Florida, the meeting had to be postponed.

Father would not hear of *my* (not *me*) taking the case.

4. A relative pronoun is used in two ways:

a. As a connective, it introduces a clause and connects that clause with the antecedent of the pronoun.

b. As a reference word, it refers to and stands for its antecedent. Relative pronouns may be simple, as *who*, *which*, *that*; or compound, as *whoever*, *whatever*, or *whichever*.

### EXERCISE

Read aloud the following sentences, supplying the correct form—*who* or *whom*, *whoever* or *whomever*—in each of the blank spaces.

1. \_\_\_\_\_do you think will be elected treasurer?
2. \_\_\_\_\_shall we invite to speak at our next meeting?
3. List those\_\_\_\_\_you have selected as candidates.
4. Please give this book to\_\_\_\_\_will enjoy it.
5. \_\_\_\_\_did you interview for this position?
6. A man\_\_\_\_\_I think was Grayson spoke next.

7. He seldom hires those\_\_\_\_\_he thinks are inaccurate.
8. His letter did not explain\_\_\_\_\_was promoted.
9. A secretary should try not to antagonize any caller\_\_\_\_\_he may be.
10. Notices of the special sale were mailed to\_\_\_\_\_sent in their names.
11. Robert is the candidate\_\_\_\_\_we think will be elected.
12. At the meeting, criticism was directed at the president of the company\_\_\_\_\_, the stockholders complain, has taken no action whatever.

### Agreement

1. A pronoun must agree with its antecedent in person, number, and gender, but not in case.

Each girl should do *her* (not *their*) work accurately.  
Everybody should pay *his* (not *their*) share.

2. Such words as *each*, *every*, *everyone*, *everybody*, *anybody*, *either*, *neither*, *no one*, *nobody* are singular in number. *None*, a contraction of *no one*, may be used as both singular and plural. Modern usage seems to prefer using *none* as a plural, and *no one* to express the singular.

None of the members desires to give her contribution except to the proper authority.

None were willing to oppose the nomination.

Each of the girls *was* (not *were*) present.

Every book and every magazine *was* eagerly read.

Neither of the students *was* (not *were*) accepted.

3. A relative pronoun must agree with its antecedent in person and number.

It is *I who* am surprised. (*I* is the antecedent, *who* the relative pronoun agreeing in person and number with the word *I*.)

It is *she who* is afraid.

It is *they who* are in need.

This is the only *one* of my brothers *who likes* to travel.

He is one of the best *governors that have* ever served the State.

### EXERCISE

Read aloud the following sentences, selecting from among the words in parentheses the correct one to use in each case.

1. Any of the typists (are, is) competent to write the will.
2. If anyone should call this afternoon, tell (him, them) to report again tomorrow.
3. If any of the boys (apply, applies), please interview (them, him).
4. Everybody should be at (his, their) typewriter before ten o'clock.
5. Either of the clerks (is, are) willing to stay late today.
6. Neither of the office clocks (is, are) right.
7. Each of these pages (contains, contain) twenty lines.
8. Everyone should know what is best for (himself, themselves).
9. Every typewriter and every desk (is, are) to be moved tomorrow.
10. Neither of us (intend, intends) to go to Arizona this year.
11. Neither the lawyer nor the judge (is, are) present.
12. Neither the book nor the pamphlets (was, were) found.
13. Neither the tables nor the piano (were, was) moved.
14. Each of the barrels (contain, contains) fifty pounds.
15. None of the books (was, were) destroyed.
16. Did you expect him or (me, I) to go to the office yesterday?
17. His answer proved both Mr. Gray and (I, me) wrong.
18. Whatever happens, this secret between you and (I, me) must be kept.
19. Would you go if you were (I, me)?
20. The speaker invited O'Brien and (I, me) to the conference.
21. The choice of treasurer lies between you and (him, he).
22. If you were (her, she) would you accept the nomination?
23. If I were (he, him) I would refuse.
24. Credit belongs to all, especially to (him, he) and to his cousin.
25. Both you and (he, him) ought to type more carefully.
26. You can depend on either (she, her) or Miss Andrews to make the stencil.
27. The supervisor intended to excuse you and (me, I) at three o'clock.
28. The firm offered the position to both Jones and (he, him).
29. He is a better accountant than (I, me).

30. Miss Fenton let Sarah and (me, I) address the envelopes.
31. Everybody but (him, he) arrived late.
32. Our employer paid Robert and (I, me) for two days' work.
33. The president told Miss Ryan and (I, me) what letters to type today.
34. Who will do it? (I, me).

## VERBS

**Tense**

Tense is the form of a verb that indicates the time when an action takes place.

1. *The Present Tense.* The present tense indicates (1) that action is going on at the present time, as, I *hear*; (2) that action is continued or habitual, as, I *hear* him every morning; (3) a general truth, as, Water *is* composed of oxygen and hydrogen.

a. The present tense should not be used in telling of a past event.

Mary *said* (not *says*) to me, "The tire was punctured on the way from Newton."

b. The present tense should not be used to express time begun in the past and still continuing.

I have *been* (not *am*) in Minneapolis for ten years.

c. The present tense should be used to express a present fact or an unchangeable truth.

He *said* that Europe *is* (not *was*) separated from America by the Atlantic Ocean.

2. *The Past Tense.* The past tense should be used in speaking of a definite past event or action.

I heard Dr. Black speak when I *was* in Texas.

3. *The Present Perfect Tense.* The present perfect tense denotes "something happening repeatedly, continuously, or at a time not specifically mentioned."

I *have typed* the report three times.

Helen *hasn't arrived* yet.

4. *The Past Perfect Tense.* The past perfect tense denotes that the action of the verb was completed at some definite point in past time.

Before my visit to Boston, I *had never heard* him speak.

If he *had* (not *would have*) *waited*, he would have won the prize.

5. *The Future Tense.* The future tense denotes action in the future. It consists of the auxiliary verb *shall* or *will* with the infinitive without *to*.

a. In simple declarative sentences *shall* and *will* are used as follows:

(1) *Shall* is used with the first person to denote simple futurity.

I *shall* expect to see you soon.

(2) *Shall* is used with the second and third persons to denote control or compulsion on the part of the speaker.

*You shall do it now*, meaning *you must do it now*.

*They shall not go until I tell them to*.

(3) *Will* is used with the first person to express determination or willingness on the part of the speaker.

I *will* come when you call.

(4) *Will* is used with the second and third persons to express simple futurity.

You *will* come soon, *will* you not?

They *will* help us build the house.

b. In questions *shall* and *will* are used as follows: In the first person use *shall*; in the second and third use the form expected in the answer.

Question: Shall I raise the window?

Question: Will you come with me?

Answer: Yes, I will.

Question: Will they meet us at the station?

Answer: Yes, they will be there.

### EXERCISE

Write the following sentences, supplying the correct forms of the auxiliary in the blank spaces.

1. He\_\_\_\_\_soon be familiar with our methods of filing.
2. I\_\_\_\_\_remember to file *Mac* and *Mc* exactly as they are spelled.
3. I\_\_\_\_\_be glad to look up the exact name of the company.
4. He\_\_\_\_\_be sorry to learn that he made such a mistake.
5. \_\_\_\_\_you finish the cards tomorrow?
6. I think I\_\_\_\_\_finish most of them.
7. The secretary\_\_\_\_\_go over the work tomorrow if she has time.
8. I\_\_\_\_\_correct these mistakes today.
9. I\_\_\_\_\_try to remember how *Southwest* is written.
10. I\_\_\_\_\_ask him how the names of churches should be filed.
11. It is hoped that this policy\_\_\_\_\_be carried out in every branch office.
12. There\_\_\_\_\_come a time when leisure\_\_\_\_\_be a part of every day.
13. You\_\_\_\_\_not always be able to do as you wish, but you\_\_\_\_\_have to adapt yourself to conditions.
14. I intend that you\_\_\_\_\_go to college.
15. He hopes that John\_\_\_\_\_have a pleasant year in the South.
16. He demands that all\_\_\_\_\_work for the good of all.
17. We are anxious that the correct solution\_\_\_\_\_be found.
18. We hope that in the future you\_\_\_\_\_see matters differently.
19. Do you think that they\_\_\_\_\_demand action immediately?
20. Is it his intention that the report\_\_\_\_\_be completed before May?

*The Tense of the Infinitive*

1. The tense of the infinitive is always relative to the time of the main verb. In other words, the tense of a statement containing an infinitive should show in the main verb, not in the infinitive.

a. The present infinitive denotes the same time or future time in relation to the action of the main verb.

I intend *to go* tomorrow.

I intended *to go* Thursday.

For several days I have been intending *to write*.

I should have liked *to do* it (not *to have done* it).

Jim would have liked *to go* with his brother last week (not *to have gone*).

I had intended *to write* the letter before breakfast (not *to have written*).

b. The perfect infinitive denotes action that is complete at the time of the principal verb.

The plane was reported *to have been* sighted off Bermuda at noon.

2. Note the difference in meaning implied by the present and the perfect infinitives in the following sentences:

His men believed Washington *to be* a great general.

We believe Washington *to have been* a great general.

## EXERCISE

Read aloud the following sentences, selecting from the infinitives in parentheses the correct form in each case.

1. I hoped (to plan, to have planned) the garden before the house was completed.

2. He intended (to post, to have posted) the letter yesterday.

3. She expected (to write, to have written) her thesis last year.

4. They planned (to go, have gone) to Florida in December.

5. We expected (to find, to have found) everything in disorder.

6. The salesmen would have preferred (to drive, to have driven) home by way of New Haven.

7. Everyone was happy (to hear, to have heard) the radio program.
8. He meant (to write, to have written) the telegram yesterday.

### *Sequence of Tense*

1. When principal verbs refer to the same time, they should be in the same tense.

2. Present facts and unchangeable truths should, however, be expressed in the present tense without regard to the tense of the principal verb, as, In what state did you say Duke University *is*?

3. The tense of the principal verb affects the tense of the verb in the subordinate clause. Care must be taken to use the tense that expresses the idea the writer or speaker wishes to convey.

I *believe* he *is* in Cambridge.

I *believe* he *was* in Cambridge.

I *believe* he *will be* in Cambridge.

I *thought* he *would be* in Cambridge today.

He *took* this plane that he *might arrive* on time.

He *will be* disappointed if he *is* late.

He *would be* disappointed if he *arrived* too late.

He *would have been* disappointed if he *had arrived* too late.

### EXERCISE

A. Read aloud the following sentences, selecting from the words in parentheses the correct form of the verb to be used in each case.

1. He asked how far it (is, was) from Philadelphia to Baltimore.
2. He told me that New York (is, was) called the Empire State.
3. If he (understood, had understood) the work, he would have finished it.
4. What street (is, was) that we just passed?
5. If they (had, would have) attended the meeting, they would have understood the need for higher taxes.
6. A previous engagement (prevents, will prevent) our accepting your invitation.
7. She told us that Persian rugs (were, are) too expensive for her to buy.

8. If he (went, had gone) yesterday, he would have been appointed.
9. I (have read, read) your advertisement in The Times yesterday.
10. I (studied, have studied) stenography and typing for three years.
11. I have a sister who (is, has been) out of work for three years.
12. Last summer I (have been, was) employed in the office of Smith and Brown as a typist.
13. I (am, have been) a customer of yours for about twelve years.
14. If I (knew, had known) this last week, I would have given him a check.

**Principal Parts.** The principal parts of verbs are the present and the past indicative, and the past or perfect participle. If you are uncertain what the past tense or the past participle of a particular verb may be, consult the dictionary.

#### PRINCIPAL PARTS OF SOME TROUBLESOME VERBS

Present	Past	Perfect Participle
begin	began	begun
choose	chose	chosen
climb	climbed	climbed
dive	dived	dived
do	did	done
drink	drank	drunk
flee	fled	fled
fly	flew	flown
forget	forgot	forgotten
go	went	gone
hang (of a picture)	hung	hung
hang (of a person)	hanged	hanged
lay (to put in place)	laid	laid
lie (to recline)	lay	lain
lie (to tell a falsehood)	lied	lied
ring	rang	rung
see	saw	seen
sit	sat	sat
swim	swam	swum

## EXERCISES

A. Write the present participle of each of the following verbs, making such changes as are necessary.

- |                |            |              |
|----------------|------------|--------------|
| 1. accommodate | 9. deceive | 17. preserve |
| 2. argue       | 10. dry    | 18. remit    |
| 3. begin       | 11. dye    | 19. separate |
| 4. benefit     | 12. note   | 20. stop     |
| 5. bet         | 13. notice | 21. study    |
| 6. change      | 14. page   | 22. transfer |
| 7. commit      | 15. plan   | 23. war      |
| 8. control     | 16. prefer | 24. win      |

B. Write the past tense of each of the following verbs. Where there is a choice of spelling, use the form preferred in the United States. When in doubt of the form or the spelling, consult a dictionary.

- |            |              |              |
|------------|--------------|--------------|
| 1. acquit  | 9. equal     | 17. occur    |
| 2. barrel  | 10. equip    | 18. omit     |
| 3. benefit | 11. handicap | 19. pay      |
| 4. cancel  | 12. hop      | 20. plan     |
| 5. confer  | 13. hope     | 21. plane    |
| 6. control | 14. kidnap   | 22. quarrel  |
| 7. dispel  | 15. label    | 23. regret   |
| 8. drop    | 16. model    | 24. transfer |

C. Distinguish in meaning between the following:

1. It snowed (has snowed) for three days.
2. He lived (has lived) in Paterson for five years.
3. We should go (have gone) to Miami.
4. The nurse must be (have been) tired.
5. Washington is known to have been a farsighted patriot.  
Washington was known to be a farsighted patriot.
6. Our treasurer went to Boston yesterday.  
Our treasurer has gone to Boston.
7. The work seems to be (to have been) finished.
8. I could do (have done) the typing better if I had (had had) more time.

9. The hospital stood (has stood) on this site for thirty years.
10. The president sent (has sent) the check to the bank.
11. They ought to do (have done) better.
12. The general said that the efficiency and gallantry of the troops leaves (left) nothing to be desired.
13. General wage advances force (forced, will force) prices up.
14. I knew (have known) the doctor for many years.
15. Since I was absent Monday, I was (am) unable to do this assignment.
16. The treasurer declared that the reports are (were) too carelessly written.
17. If I had studied Spanish, I would apply (would have applied) for a position in South America.
18. If I should go to California, I would live in Pasadena.  
If I had gone to California, I would have lived in Pasadena.

### Agreement of Subject and Predicate

A verb should agree with its subject in person and number.

1. Two or more subjects connected by *and* take a plural verb unless the two nouns indicate a single object or closely related ideas.

Weather and unemployment *are* (not *is*) cited as causes of the decline in trade.

The secretary and the treasurer (two people) *were* (not *was*) absent from the meeting.

Our secretary and treasurer (one person) *was* absent last week.

The end and aim (closely related ideas) of his life *was* to make a fortune.

2. An intransitive verb, like any other verb, agrees in number with its subject, not with its predicate noun.

The main *consideration* (subject) *is* the housing problem.

The main *consideration* (subject) *is* the housing problems.

3. A verb should agree with its subject rather than with a noun placed between the verb and its subject.

A *group* of seven communities south of Springfield *is* served by the company.

With fractions the verb agrees with the noun in the prepositional phrase.

Half of the *chairs were* painted red.

Half of the *chair was* painted red.

4. Singular subjects connected by *or* or *nor* always take a singular verb.

Neither *America* nor *England fears* the outcome.

5. When two subjects differing in number are connected by *or* or *nor*, the verb agrees with the subject nearest it.

Neither his sisters nor his *mother was* present.

Neither the garage nor the *houses were* burned.

6. When the verb precedes the subject, care should be taken to have it agree with its subject in person and number.

In this catalog *are* (not *is*) the *requirements* of admission.

There *are* a filing *cabinet* and a *typewriter* in the office.

There *is* a *salesman* in the office.

There *are* four *salesmen* in the office.

7. When a subject is plural in form, but expresses a single idea, the verb is singular.

*Fifty cents* is enough to pay for such material.

*Fifteen minutes* was wasted waiting for the speaker.

8. Expressions introduced by such words or phrases as *including*, *as well as*, *with*, *together with*, following the subject, do not affect the number of the verb.

The *treasurer*, as well as the bookkeepers, was determined to find his mistake.

The *bookkeepers*, as well as the treasurer, were determined to find the mistake.

9. When the words *and Company* are added to proper nouns in the names of business firms, the verb should be singular.

*Blake, Davis and Company* is moving to Baltimore.

10. Since a group of words, such as a title, a slogan, or a quotation, is considered as a whole and therefore singular, the verb must be singular.

*"Successful Direct-mail Methods"* is a comprehensive volume covering modern direct-mail methods.

*"Good to the last drop"* is an effective slogan.

*A stitch in time saves nine* seems indisputable.

### EXERCISES

A. Read aloud the following sentences, selecting from the words in parentheses the correct verb for each sentence.

1. All the filing cases in my office (were, was) covered with dust.
2. Her greatest difficulty, according to her employers, (were, was) her failure to report promptly.
3. Some knowledge of accounting, typing, and stenography (is, are) required of all girls in this office.
4. Either the letters or the report (is, are) to be ready today.
5. The mistakes that particularly annoyed the office force (was, were) made in filing.
6. His annoyance, caused by the typist's many absences, (was, were) justifiable.
7. There (is, are) one adding machine and two typewriters in Room 402.
8. Neither Mr. Cobb nor his salesmen (is, are) qualified to make such a statement.

9. The aldermen, together with the Mayor, (was, were) determined to investigate the cause of the deficit.

10. The interest on the mortgage, together with the high taxes, (was, were) the reason he decided to sell these houses.

11. Either the accountants or the manager (is, are) responsible for this mistake.

12. All the clerks in this store, whether they work on the day or on the night force, (was, were) given a 10 per cent increase in salary last January.

13. There (was, were) a Governor Winthrop desk and a gate-legged table sold for fifty dollars.

14. Every saleswoman whose sales amounted to over \$500 during the two weeks (was, were) given a bonus.

15. There (was, were) two models who seemed particularly attractive.

16. Neither the secretary nor the stenographers (was were) able to read Mr. Albert's writing.

17. There (was, were) four letters for Mr. Neilson and one for Mr. Wayne.

18. There (was, were) a book with a red cover and a recent copy of *The Reader's Digest* on the doctor's table.

19. The health, as well as the recreation of the employees, (were, was) carefully supervised.

20. Every one of us (was, were) questioned.

21. Neither Henry nor I (am, is, are) able to translate this Spanish letter.

22. Neither of the girls (like, likes) to write letters.

23. The top of my desk, as well as the shelves of the bookcases, (was, were) dusted every morning.

24. A large number of titles (were, was) sent out to get a consensus of opinion.

25. In this part (is, are) also shown the subject headings.

26. His study of sales letters, as well as his knowledge of human nature, (help, helps) him in his new position.

27. Biographical data of scientists, engineers, inventors, and physicians (are, is) found in *Men of Science and Industry*.

28. In our library there (is, are) *Moody's Manual* and the *American Year Book*.

29. Both the letter and the report (was, were) perfectly typed.

30. There (was, were) more cash sales than had been expected in the final trading day of the year.

31. In this unit there (is, are) 1675 pounds of cast iron.

32. Attached (is, are) a bill on your electric-light account and a statement of your merchandise account.

33. The Capitol at Washington, which we visited first, (is, was) a large white building with a dome on top.

34. The new requirements for graduation (is, are) better than the old.

35. The management of life insurance companies (have, has) foresight and in addition (they, it) (have, has) sound business administration.

36. The wealthy (have, has) come to examine life insurance as a suitable economic tool for (their, its) use.

B. Write correctly such of the following sentences as contain errors.

1. The Mayor declared that every means to increase the city's revenue are being considered.

2. The President of Harvard, as well as the alumni, are interested in the new scholarship plans for the university.

3. The Governor and Board of Estimate agree that salary investigations are necessary.

4. The reporters couldn't scarcely catch a glimpse of Mr. Williams, the Detroit financier.

5. Professor Stevens, who is here twenty years, is older than any member of the faculty.

6. All kinds of reports were circulated in Wall Street around eleven A.M. this morning.

7. The amount of people who attended the funeral services showed the affection of the community for both he and his wife.

8. The Nineteenth District is more interested than any district in the city.

9. People can't hardly ever give directions clearly.

10. The audience were reminded by the President that the nation's financial situation is critical.

11. Your ideas are as good as anybody's else.

12. It was usually he, not Messrs. Sutton and Green, who were expected to pay the rent.

13. Will I type this letter to the Russell Sage Foundation now or in the afternoon?

14. Let he and the fashion editor give their opinions of the costume.

15. I will be delighted to show you the site for our new home.
  16. Two thirds of the South are sending in favorable trade reports.
  17. The Northerner made a list of erratum to bring to the chairman of the building committee.
  18. Our adviser believed that for me a small college would be more preferable to a large one.
  19. I hoped to have written the report for the Women's Club yesterday.
  20. After an innocent man was hung instead of the criminal, our State abolished capital punishment.
  21. These kind of mistakes are inexcusable.
  22. The file clerk was too discouraged to look for the missing bill.
  23. A great improvement in highways, particularly in the South, make travel more pleasant.
  24. History, as well as languages, are required for entrance to most all colleges.
  25. The proceeds, according to the *Alumni Star*, was to be spent for a student hall.
  26. Martha Bower has doubtless read more than any girl in her class.
  27. Perhaps you have circulars which give this data.
  28. Mr. Baxter is popular, intelligent, and an excellent athlete.
  29. Corrections should be made so clear that they will not be misunderstood.
  30. When I finish this report, shall I bring it to the treasurer or the president?
- C. Write the following sentences, selecting from the words in parentheses the correct word to use in each (see pages 216-217).
1. A group of companies (report, reports) 8 per cent of new investments made in municipal securities.
  2. The Grand Jury (rejects, reject) the charges made by the plaintiff.
  3. The Board of Directors (have, has) reported a deficit.
  4. The committee (wish, wishes) to reconsider the proposition.
  5. The committee (has, have) decided to buy more railroad stock.
  6. The committee (have, has) disagreed in regard to publishing a house organ.
  7. The mob, angered by the restrictions, (are, is) marching to Union Square.
  8. The number of stocks paying dividends (was, were) fewer last year.
  9. A number of people (has, have) advocated a community hall.

10. A number of utility stocks (are, is) paying better dividends today than last year.
11. Two thirds of the material (were, was) destroyed by fire.
12. Half of the books (relate, relates) to medicine.
13. Adams & Company (has, have) issued a list of investment suggestions.
14. Prince & Newcomb (has, have) prepared an analysis for the Standard Company of California.
15. Theodore Prince & Company (has, have) printed a circular on "The Outlook for Railroad Stocks."
16. Olds & Co., of which firm Mr. Eaton is a member, (were, was) prepared to spend millions if necessary.
17. The majority (was, were) in favor of the proposition.
18. The Public Service Commission (has, have) approved of 450,000 shares.

## Mood

There are four moods:

1. The *indicative*, which speaks of facts, is used

- a. In a direct assertion:

The book *cost* two dollars.

- b. In a direct question:

How much *did* the book *cost*?

2. The *imperative* is used

- a. In a command:

*Send* this telegram at once.

- b. In a request or entreaty:

*Take* a letter, please.

Please *come* early.

3. The *subjunctive*, which expresses that which exists in the mind of the speaker, is used much less than formerly. Its most common uses are

*a. In a wish:*

I wish I *were* a good typist.

*b. In a condition:*

If I *were* a better typist, I could command a higher salary.

4. The *infinitive* is used to express an action or a state without reference to number or person:

The manager tried *to finish* the inventory by December fifteenth.

EXERCISE

Tell which of the words in parentheses in the following sentences are correct.

1. If I (was, were) stronger I would become a nurse.
2. He acts as if he (was, were) afraid of nothing.
3. If the book (was, were) on my desk somebody must have moved it.
4. Though the building (was, were) constructed of steel, the explosion wrecked it.
5. They acted as if it (was, were) a crime to study.
6. I wish my work (was, were) finished.
7. If it (was, were) necessary, I could fly to California tomorrow.
8. If she (was, were) on that plane she should be here now.
9. If I (was, were) in Texas I should attend the Convention.
10. I wish that he (was, were) as industrious as my former typist

*Rules for the Infinitive*

1. The preposition *to* should be repeated before each member of a series of infinitive phrases.

A plan is proposed to select a site near the river, *to* build fifty houses, *to* arrange for playgrounds, and *to* start the work for next spring.

2. Unless, for the sake of emphasis or clearness, it seems advisable to place a word between *to* and its verb, avoid such a split infinitive.

He wished *to finish* the work quickly (not *to quickly finish the work*).

**Gerund and Participle**

1. A gerund is a noun formed from a verb.

The gerund, ending in *ing*, is often confused with the present participle, but they may be distinguished after a little study.

As a *noun*, the gerund ending in *ing* may be the subject of a verb or the object of a verb or of a preposition.

a. As subject of a verb:

*Driving* a car through traffic requires ability to judge distances.

b. As object of a verb:

He grew tired of *driving* to town every day.

c. As object of a preposition:

He reached home quickly by *driving* through the tunnel.

2. A participle is a verbal adjective.

The present participle has the functions of a verb and of an adjective:

Murray, *driving* an ambulance through traffic, became nervous.

In this sentence, *driving* is a *verb* governing ambulance and an *adjective* modifying Murray.

The perfect participle has the function of an adjective only:

The girl, *dismayed* at the traffic, grew nervous.

*Comparison of the Gerund and the Participle.* Since a gerund is a verb used as a noun, it must be the subject of a verb, the object of a verb, or the object of a preposition. Since the participle, on the other hand, is an adjective, it must, therefore, modify a noun or a pronoun.

*Case with Gerund.* When the *ing* word is a noun or a gerund (verbal noun), it should be preceded by the possessive case.

Mother objected to *Mary's* traveling alone.

I think *his* typing is better than hers.

Do you object to *his* going to Mexico?

*Case with Participle.* When the *ing* word is a participle, it should be preceded by the objective case. As a participle always modifies a noun or a pronoun, it is therefore an adjective.

I watched *him* typing the report.

When in doubt whether the possessive or the objective case should precede an *ing* word, make this test. If a noun can be substituted for the *ing* word, use the possessive case; but if a clause can be substituted for the *ing* word, use the objective case.

### EXERCISE

Read aloud the following sentences, selecting from the words in parentheses the correct word to use in each case.

1. The possibility of (our, us) remaining here will not be considered by the company.

2. While we listened to (him, his) singing, we forgot the discomforts of the trip.

3. For months the board has tried to prevent (our, us) going to Oregon.

4. It is foolish to worry about (me, my) taking such a position.

5. The president objects to (you, your) traveling by that line.

6. Examining (him, his) typing, I found many errors and erasures.

7. While I watched (him, his) typing, I noticed his extreme nervousness.

8. They went to South America without (me, my) knowing about it.

9. Everyone seemed surprised at (me, my) resigning last spring.

10. There is no doubt of (my, me) being asked to make out the report.
11. He declared that (Tom, Tom's) winning the promotion pleased everybody.
12. (John, John's) getting that work proved fortunate.
13. There is no reason for the (company, company's) undertaking such a program.
14. All were sorry to hear of (Mr. Grant, Mr. Grant's) being discharged.
15. We wondered at the (bookkeeper, bookkeeper's) being excused so early.
16. Other stores were surprised at our (firm, firm's) advertising the spring styles so early.
17. The supervisor criticized the (typist, typist's) writing her initials before those of the dictator.
18. Is there any objection to (Helen, Helen's) attending the fashion show?
19. I just learned of (Johnson, Johnson's) being in Boston.
20. What was the reason for (Arthur's, Arthur) going away last Friday?
21. What do you think of (Mr. White, Mr. White's) sending out so many sales letters at Easter?
22. Do you remember (Miss Blair, Miss Blair's) speaking about your vacation?
23. (He, his) having gone to Memphis was no excuse.
24. Have you forgotten (my, me) calling you up about this check?
25. The supervisor insists on (us, our) being more careful when we cut stencils.
26. Have you thought of (Horton, Horton's) being promoted to that position?

### ADJECTIVES AND ADVERBS

An adjective is a word used to qualify a noun.

An adverb is a word used to modify a verb, an adjective, or another adverb.

1. Adverbs, not adjectives, are used to modify verbs.

He behaved *perfectly* (not *perfect*) even in that trying situation.

2. The following words have the same form, whether they are used as adjectives or as adverbs: *fast, first, ill, loud*.

3. Note that both *quick* and *quickly*, *slow* and *slowly* are adverbial forms:

He drives *slow*, He drives *slowly*.

4. Verbs of the senses, such as *look, sound, smell, taste, feel*, and copulative verbs, such as *be, appear, seem*, take an adjective to denote a quality or condition of the subject.

Hazel looked *pretty* (not *prettily*) in her new hat.

Bells sound *clear* (not *clearly*) at dusk.

Violets smell *sweet* (not *sweetly*).

The pudding tastes *delicious* (not *deliciously*.)

Robert feels *unhappy* (not *unhappily*) about his Latin.

Usage is divided in regard to *He feels bad* and *He feels badly*.

5. The modifier should be an adjective if it denotes the condition of the object, but an adverb if it explains the action of the verb.

The prunes boiled soft (became soft).

The prunes boiled softly (boiled without noise).

He appears sick.

He appears sickly.

He appeared quickly.

He kept it *firm* (not *firmly*).

She held the wheel *tight* (not *tightly*).

The baby looks *beautiful* in that dress.

He looked *quietly* around.

6. The comparative degree is used in comparing two persons or things. The superlative degree is used in comparing more than two persons or things.

Webster is the *more* (not *most*) reliable of the two authorities.

In our club Alfred Noyes is the *most* popular poet read.

7. Adjectives of one syllable and most adjectives of two syllables form the comparative by adding *er*, and the superlative by adding *est*, to the positive.

Susie's manner was *gayer* (not *more gay*) than her sister's.

Shakespeare is the *greatest* British dramatist.

Many adjectives of two syllables and most adjectives of more than two syllables form the comparative by adding *more* or *less*, and the superlative by adding *most* or *least*.

The news of his condition seemed *more hopeful*.

As a businessman he became *most successful*.

8. Some adjectives, and adverbs derived from them, are incapable of comparison because they express a quality complete or perfect: *universal*, *perfect*, *preferable*.

9. In comparing two things, exclude the thing compared.

Chicago is *larger* than any *other* city in Illinois.

10. In comparing more than two objects include the thing compared.

Chicago is the *largest* city in Illinois.

### EXERCISES

A. Write the following sentences, selecting from the words in parentheses those that you consider correct.

1. (Most, almost) everybody at the meeting voiced his misgivings.

2. (Almost, most) all of the committee's plans may be lost in a fog of uncertainty.

- 3 The view expressed may prove (almost, most) too optimistic.
4. He was (very, very much) surprised to hear of the sale.
5. We sell this material (cheaper, more cheaply) than any other store does.
6. The flowers look so (beautiful, beautifully) on the desk that I hate to throw them away.
7. I hope they will learn to act (differently, different) in the future.
8. (First, firstly) learn how the machine works.
9. He should type more (slow, slowly).
10. Go (slow, slowly) when you reach the intersections.
11. If he would speak (louder, more loudly), we might hear him.
12. If he had acted (different, differently), he might have been believed.
13. The plane sounds (different, differently) from this hilltop.
14. New York is larger than (any other city, any city) in America.
15. Don't buy (this, these) kind of stencils.
16. London is older than (any other city, any city) in America.
17. Of the two books, choose the one you think the (more, most) authoritative.
18. Harvard is older than (any other, any) college in Massachusetts.
19. Which is the (larger, largest), Boston or Chicago?
20. Which is the (larger, largest), Philadelphia, Baltimore, or New Orleans?

B. Write the generally accepted adjective form derived from each of the following. (Forms ending in *ed*, *ing*, or *ful* are not accepted.)

*Example:* dexterity, dexterous.

- |           |             |                |
|-----------|-------------|----------------|
| 1. artery | 4. fraud    | 7. neglect     |
| 2. atom   | 5. mischief | 8. presumption |
| 3. chaos  | 6. monster  | 9. tutor       |

C. Form the negative of the following words by writing each with its correct prefixes—*im*, *in*, or *un*.

*Example:* limited, unlimited.

- |                 |                |              |
|-----------------|----------------|--------------|
| 1. accurate     | 6. curable     | 11. modest   |
| 2. approachable | 7. desirable   | 12. movable  |
| 3. appropriate  | 8. intelligent | 13. probable |
| 4. believable   | 9. hospitable  | 14. proper   |
| 5. conceivable  | 10. mobile     | 15. reliable |

## PREPOSITIONS

A preposition is a word or a group of words which shows the relation of a noun or a pronoun to some other word in the sentence.

## EXERCISES

4. Read aloud the following sentences, selecting from among the words in parentheses the correct word in each case. If in doubt, look in an unabridged dictionary under the word preceding the preposition, to learn what the correct expression should be.

1. He is different (than, from) his brothers.
2. The librarian confided (to, in) me that Mr. Arnold would present the prize.
3. He differed (with, from) the trustees.
4. He was disappointed (with, in) their decision to buy only fiction.
5. A year ago he entered (in, into) an agreement to pay \$1,000 for books.
6. Growing impatient (at, with) the delay, he finally ordered the style books.
7. Many of us were prejudiced (with, against) him.
8. We differed (from, with) him on many questions of policy.
9. His success in selecting these works consisted (of, in) his ability to understand the requirements of a small-town library.
10. Such an investigation (in, into) a new field can only be made by experienced men.
11. A large part of the volume consists (of, in) a review.
12. It is not possible to accede (to, in) such unreasonable demands.
13. The clerk borrowed \$5 (off, from) me.
14. His every undertaking is attended (by, with) many risks.
15. The stores were combined (in, into) one.
16. The manager would not comply (to, with) my requests.
17. May I congratulate you (on, for) your ability to speak so convincingly.
18. The deficit (of, for) the fiscal year amounted to \$12,000.
19. The boys departed (to, for) Florida last week.
20. The professor was disappointed (in, with) Lawrence's thesis.

21. (Because of, due to) illness, the president of the club was absent.
22. The tourists arrived (at, in) Lexington this morning.
23. The club members discussed important matters (between, among) themselves.

24. The work was divided (in, into) four-hour shifts.
25. We stood (in, on) line for an hour to get these tickets.

*B.* In each of the following sentences a preposition is needed or an unnecessary preposition is used. Read aloud each sentence in its correct form.

1. It is no use to object.
2. If you add up the items, you will find the bill is correct.
3. William failed his French.
4. When are you going to start in to work?
5. His remark is unworthy your notice.
6. They are going either to Maine or Vermont.
7. Another engagement prevented Rose going to the party.
8. John has been graduated high school.
9. You will find reading a comfort in youth as well as later life.
10. The book fell off of the table.
11. Representatives from the North and South were present.
12. The states of the East and the West stood together on the question.
13. Patients at Warm Springs, as well as other health resorts, hope for complete and rapid recovery.
14. The book was published on about June fifth.
15. Such regulations admit no exceptions.
16. Property was allotted both children.
17. The President spoke particularly to the farmers and the bankers.
18. One failure will not hinder him succeeding finally.

### CONJUNCTIONS

A conjunction is a word that connects words, phrases, or clauses.

**Classes of Conjunctions.** Conjunctions are classified, in general, as coordinate and subordinate.

*Coordinate* conjunctions connect words, phrases, or clauses of equal rank: stores *and* factories; the climate in California *and* in Florida; He worked hard, *but* he was inefficient.

Those that are used in pairs—as *both-and*, *neither-nor*, *either-or*, *whether-or*, *not only-but also*—are called *correlative conjunctions*.

*Subordinate conjunctions*—as *after*, *although*, *because*, *if*, *that*, *when*, *while*—connect groups of words of unequal rank.

#### SUGGESTIONS FOR THE USE OF CONJUNCTIONS

Coordinate conjunctions should connect words, phrases, or clauses of the same construction.

*Right:* He was courageous *and* efficient.

*Right:* He was an efficient typist *but* a poor stenographer.

*Wrong:* He was courageous *and* a good worker.

*Right:* They would *neither* do the work *nor* allow him to finish it.

*Wrong:* They would *neither* do the work *nor* would they allow him to finish it.

*Right:* One received a medal; the other, a prize of five dollars.

*Wrong:* One received a medal, and a prize of five dollars was given the other.

*Right:* The reason for his objection was *that* he misunderstood the statement.

*Wrong:* The reason for his objection was *because* he misunderstood the statement.

*Right:* Let me know *whether* you can come.

*Wrong:* Let me know *if* you can come.

*Right:* Telegraph *whether or not* you can come.

*Wrong:* Telegraph *if* you can come.

*Right:* I don't know *whether* I can meet you tomorrow.

*Wrong:* I don't know *if* I can meet you tomorrow.

*Like*, which is not a conjunction, is often used incorrectly for *as* or *as if*.

*Right:* He feels *as if* he should rest often.

*Wrong:* He feels *like* he should rest often.

*Without*, which is not a conjunction, should not be used for *unless*.

*Right:* He cannot write the report *without* your help.

*Wrong:* He cannot write the report *without* you help him.

### TRANSITIONAL EXPRESSIONS

To help a reader grasp the meaning of a message quickly and easily, the correct transitional expressions to carry him from sentence to sentence and from paragraph to paragraph should be carefully selected. Note the following suggestions and add others that occur to you.

For addition: *and, again, also, as well as, besides, next, too*

For cause: *as, because, for, so that*

For contrast: *although, but, however, on the contrary, on the other hand, whereas, yet*

For illustration: *for example, for instance*

For a series: *first, secondly, next*

For repetition: *in fact, indeed, in other words*

For consequence: *accordingly, for this reason, it follows that, the result is*

For purpose: *for this purpose, having this in view, to this end*

For resumption after a digression: *now, to resume*

### RULES FOR THE REPETITION AND THE OMISSION OF WORDS

**Verbs.** Do not omit a verb that should differ in form from that already used in a sentence.

*Wrong:* The typewriter was broken and the filing cases scratched.

*Right:* The typewriter was broken and the filing cases were scratched.

**Articles.** The article should be repeated in referring to two separate persons or objects.

We engaged a typist and stenographer (one person).

We engaged a typist and a stenographer (two persons).

The buyer recommended a maple and mahogany desk (one desk).

The buyer recommended a maple and a mahogany desk (two desks).

The president, the secretary, and the treasurer, were absent last night (three people).

The article should not be repeated when two or more nouns refer to the same person.

She was a musician and writer (one person).

**Prepositions.** Prepositions should be repeated before each separate item.

He drove to New Mexico and to Arizona.

When a noun is used as the object of two different prepositions, both prepositions must be used.

The employees had no liking for or confidence in (not liking or confidence in) their president.

It is better to reconstruct such a sentence to read:

The employees had no liking for their president and no confidence in him.

**Conjunctions.** When a subordinate conjunction or a relative adverb introduces clauses that are widely separated in thought, the conjunction or the relative adverb should be repeated.

The members agreed *that* it is necessary to reconsider the case and *that* all evidence should be examined before a final decision is reached.

*After* a nomination is made and *after* it is seconded and discussed, it is voted upon.

### EXERCISE

Rewrite the following sentences correctly. Pay particular attention to connectives.

1. I am especially desirous of obtaining a position and I hope for an interview.

2. My father is the proprietor of a large store, and I have worked there for two summers as a clerk.

3. I am very much interested in social welfare and I also enjoy secretarial work.

4. I wish to apply for a position in the active end of your travel department, and I am very much interested in organized travel and intend to make it my occupation.

5. Your advertisement in The Times appeals to me strongly, and I should like to apply for the position.

6. The reason was because he was ill.

7. He is capable, enthusiastic, and a good worker.

8. Qualities desirable in a President of the United States are executive ability, vision, being honest and intelligent.

9. She will not go to South America without I go with her.

10. The secretary gave me not only a pencil, but also lent me her fountain pen.

11. The treasurer was competent both in accountancy and stenography.

12. Few criticisms were made either by the men or the women.

13. Searchlights are not only useful for ships, but also for planes

14. Not only was he blamed, but he was also discharged.

15. He is a financier and he also paints pictures.

16. He could neither speak convincingly or write clearly.

17. Our doctor is a good surgeon and he has traveled extensively.

18. The new typist either is timid or unintelligent.

19. Such regulations apply both to employers and employees.

20. We flew not only to Florida but to New Mexico also.

21. The summons of a court is neither to be taken lightly nor ignored.

22. He was bored by the discussion and asked if he could leave.

23. The letter of application should be neat. It should be well-arranged. It should have no blots or erasures.

24. You want a position as a buyer. You are afraid you may not be chosen for the position.

25. My employer collects first editions. He thinks it is a fascinating hobby.

26. Sallie wishes to be a stenographer. She likes to write shorthand.

27. There are many new vocations. Some are interesting. Some require hard work.

28. Good manners are important in business. Employers do not want impolite clerks.

### THE SENTENCE

A sentence is a group of words expressing a complete thought; that is, it contains a subject and a predicate.

No man can rise above his own conception of the possibilities of his job. (A complete thought.)

Office administration growing daily in complexity (lacking a predicate, therefore, not a sentence).

Compelled to select a site for a factory (lacking a subject, therefore, not a sentence).

Sentences are classified according to grammatical structure, meaning, and arrangement.

### Classification According to Grammatical Structure

1. *Simple.* A simple sentence is one that contains one subject and one predicate. Either of these parts may be compound.

a. One subject and one predicate:

A customer's *order* is a request for goods.

b. A compound subject:

The *order* and the *report* constitute the basic records of an office.

c. A compound predicate:

Letterheads may be *printed*, *lithographed*, or *engraved*.

2. *Complex.* A complex sentence is one that contains one independent clause and one or more dependent clauses.

*a. A dependent adverbial clause and a main clause:*

Unless a salesman has enthusiasm for his product, he will fail to arouse enthusiasm in a customer.

*b. An independent clause and a dependent adjective clause:*

The mechanical difficulties that are connected with the correspondence of a large organization are great.

3. *Compound.* A compound sentence is one that contains two or more principal or independent clauses.

A sales letter must interest the reader; it must impress him; and it must cause him to take action.

4. *Compound-complex.* A compound-complex sentence is one that contains two or more independent clauses and one or more dependent clauses.

The secretary should use no punctuation that is not absolutely necessary; and she should omit none that is needed to show the meaning clearly.

### Classification According to Meaning

1. *Declarative.* A declarative sentence is a statement of fact or opinion.

No one else can live your life for you.

2. *Interrogative.* An interrogative sentence is one that asks a question.

What are the underlying principles that make bulletin-board display effective?

3. *Exclamatory.* An exclamatory sentence is one that expresses strong feeling.

What a problem this is!

4. *Imperative.* An imperative sentence is one that expresses a command.

Never, in a direct statement, accuse a customer of making an error.

### Classification According to Arrangement

1. *Loose.* A loose sentence is one whose grammatical structure is complete and whose meaning is clear before the end of the sentence is reached.

A certain time should be reserved for reading that is purely personal, that has no financial connection, and that is merely intended to give an intelligent and comprehensive knowledge of what is going on in the great world.

2. *Periodic.* A periodic sentence is one in which the thought is not completed until the end of the sentence is reached.

Only when she is reasonably sure no further new business is to come before the house, or when she feels that the full time allotted for the meeting has elapsed, should the Chair call for adjournment.

3. *Balanced.* A balanced sentence is one in which ideas are expressed in similar or paralleled construction.

In machines we expect accuracy and speed; in a statistician we look for judgment.

### EXERCISE

1. Copy from magazines, newspapers, or books one example of each of the following types of sentence and label each type copied: balanced, complex, compound, periodic.

2. State advantages in the use of each of the following sentence types: periodic, loose, balanced, imperative, long, short.

**Essentials of the Good Sentence.** The essentials of a good sentence are unity, coherence, and emphasis.

To secure *unity*, heed the following suggestions:

1. Avoid the run-on sentence.
2. Avoid using subordinate clauses for sentences.
3. Avoid placing in the same sentence ideas that do not belong together.

To secure *coherence*, carefully observe these points:

1. Place modifiers—adjectives, adverbs, phrases, and clauses—near the words they modify.
2. Use participial phrases carefully, avoiding “dangling participles.”
3. Avoid placing pronouns so carelessly that their antecedents are not clear.

To secure *emphasis*, keep in mind such matters as these:

1. Make an effective beginning.
2. Make a strong ending.
3. Omit unnecessary words.
4. When it is appropriate, make use of climax by arranging words, phrases, and clauses from least to most important.

### EXERCISE

By way of general review, rewrite such of the following sentences as contain errors. Place *Right* after the number if the sentence is correct.

1. Being you are a steady customer of the company we have decided to give you a discount of 2% of the total amount of the bill.
2. Either you must explain your point of view or your cause is endangered.
3. I hope to be graduated school in June.
4. Of these two regulations the first is by far the hardest to observe.
5. Working long hours every day, the report was finally completed.
6. The manager always planned to retire on his sixtieth birthday, but he is now working at seventy.
7. I intended to have asked his opinion of the case.
8. There followed an angry debate between those who favored and opposed the amendment.

9. I have neither the patience or the skill necessary to solve these puzzles.

10. The alarm sounded clearly around five A.M. this morning.

11. I do not know but that you are right.

12. The company claims only eight hours of your time.

13. It seems as if I have done all I can to clear up the mystery.

14. Neither his remarks nor his conduct was justifiable.

15. The committee announces the consideration of both sides of that question at their next session.

16. My reasoning and conclusion is different than hers.

17. The Senate is an important division of the government for its powers are equal to that of the House of Representatives.

18. The gallery with all its pictures and statues were destroyed.

19. I have no doubt as to whom the offender was.

20. There is no doubt of him being the best of the two.

21. When both habits become fixed, I will probably succeed.

22. When he laid down, he went to sleep almost immediately.

23. This committee is an important part of the organization, for its powers are approximately equal to that of the president.

24. He is one of the men who does things.

25. We are sending the applications to a number of girls whom we know are competent.

26. The factual data supplies information upon the development of workers' education.

27. Mr. Brown is one of those people who can write well in any style and does.

28. I want you to tell me whom you think will be chosen as president of the freshman class.

29. The ring has laid in her jewelry box for a long time.

30. The returns have proven most satisfactory.

31. Will you tell me who you believe the Mayor will appoint as O'Brien's successor.

32. This is the most unique example of bookbinding I have seen for a long time.

33. These sort of advertisements seem cheap to both Mr. Reynolds and myself.

34. Give it to whoever needs it most.

35. Disappointed in the salary, the job no longer appealed to her.

36. What kind of a person is our new chief?
37. Do you ever remember having heard who loaned the money to Mrs. Baxter?
38. After receiving a severe criticism for her work, the president discharged her.
39. While filing the letter, the drawer fell on the floor spilling its contents in every direction.
40. They say that the agenda is vague on the status of the Indian people.
41. I shall be happy to except your invitation if I am in town on November 20th.
42. I ought to have left for Minneapolis at ten p.m. yesterday.
43. When the baby lays down, he usually plays with his rattle.
44. Both efficiency and reliability is demanded of everyone in this department.
45. Who do you consider the most likely candidate?
46. A thousand dollars were given to Mr. Holt on his retirement.
47. Who did you believe the man was?
48. The reason I attended the convention was because I wished to hear the address on business machines.
49. I meant to have investigated that rumor yesterday.
50. Due to me being absent the work is incomplete.
51. The employer ruled that the most accurate of the two clerks should have the job.
52. Neither his words nor his conduct were acceptable.
53. I wish I was competent enough to fulfill such a position.
54. The jury fails to agree in the retrial.
55. They proposed for president three who they thought would accept the nomination.

## Part Three

### CHAPTER XIII

## Use of the Dictionary

As no book is more valuable to the secretary than the dictionary, the student should be familiar with the extent and variety of the information included in its pages. Some of the material to be found in an unabridged dictionary is listed below.

- |   |   |
|---|---|
| 1. Spelling   | 8. Abbreviations                        |
| 2. Syllabication                                    | 9. Biographical data                    |
| 3. Pronunciation                                    | 10. Meaning of personal names           |
| 4. Part of speech of words                          | 11. Legendary and fictitious characters |
| 5. Meaning of words, of prefixes, and of suffixes , | 12. A pronouncing gazetteer             |
| 6. Foreign words and phrases                        | 13. History of the English language     |
| 7. Derivation                                       |   |

For reference use in the office, the following unabridged dictionaries are suggested: *Webster's New International Dictionary* and *Funk and Wagnalls' New Standard Dictionary of the English Language*. For desk use, the following abridged dictionaries are suggested: *Webster's Collegiate Dictionary* and *The Desk Standard Dictionary*.

### EXERCISE

Give oral answers to the questions below.

1. What information do you find on the title page of a dictionary you have examined?

2. What information do you find in the prefatory material of an unabridged dictionary that you have examined?
3. Compare two unabridged dictionaries and explain which one you would advise an office to buy.
4. Compare two abridged dictionaries and tell which you prefer for your personal use and why.

### SPELLING

As a spelling error in a letter is a serious fault, secretaries must be painstakingly accurate to avoid mistakes. Some fortunate people are naturally good spellers; others who expect to go into secretarial work must learn how to spell correctly. For their help the following suggestions are given.

1. Look at the word carefully and write it several times.
2. Pronounce the word accurately, noting the letters and syllables. Much incorrect spelling is the result of incorrect pronunciation, as in the words *athletic*, *general*, *Niagara*, *government*, *governor*, *valuable*.
3. Recognize prefixes, as in these words: *misspell*, *disappoint*, *dehydrate*.
4. Recognize suffixes, as, *meanness*, *healthful*, *quickly*.
5. Think what the word means to avoid confusing it with another word that may sound similar to you, as, *accept* and *except*, *passed* and *past*, *proceed* and *precede*.

### Spelling Rules

1. When a suffix beginning with a vowel is added to a word of one syllable that ends in a single consonant preceded by a single vowel, the final consonant is usually doubled: *plan*, *planned*.
2. When a suffix beginning with a vowel is added to a word of more than one syllable that is accented on the last

syllable and that ends in a single consonant preceded by a single vowel, the final consonant is usually doubled: *refer*, *referred*.

3. When a suffix beginning with a vowel is added to a word of more than one syllable that is not accented on the last syllable, the final consonant is not doubled: *benefit*, *benefiting*. Most American publications follow this rule. As British usage often differs, dictionaries give two spellings for many of these words, as *kidnaped*, *kidnapped*.

4. When a suffix beginning with a vowel is added to a word of more than one syllable, the final consonant is not doubled if the accent of the new word thus formed differs from the accent of the root: *refer*, *reference*.

5. When a suffix beginning with a vowel is added to a word ending in a consonant preceded by two vowels, the final consonant is not doubled: *retail*, *retailing*.

### EXERCISES

A. Write the past tense of the following words. Observe the rules for spelling according to American usage.

barrel	correspond	model	signal
beg	equal	parcel	stop
cancel	fit	prefer	travel
can	label	quarrel	trim
control	man	regret	wrap

B. Add either *ance* or *ence* to each of the following verbs to make the correct noun form.

accept	appear	exist	prefer
acquaint	attend	expect	perform

C. Write on your answer paper the word that is correctly spelled in each of the following groups:

- |                              |                          |
|------------------------------|--------------------------|
| 1. excellent, excellant      | 3. ninetieth, nintieth   |
| 2. maintenance, maintainance | 4. occurence, occurrence |

- |                                  |                            |
|----------------------------------|----------------------------|
| 5. perseverance, perserverance   | 10. quarelled, quarreled   |
| 6. pervaded, prevaded            | 11. repitition, repetition |
| 7. pleasant, pleasent            | 12. strategem, stratagem   |
| 8. posession, possession         | 13. supersede, supercede   |
| 9. pronunciation, pronounciation | 14. tendency, tendancy     |

6. Words ending in *n* retain that letter before the suffix *ness*: *sudden, suddenness*.

7. Words ending in a double consonant generally keep both consonants before a suffix: *success, successful*.

8. Words ending in silent *e* retain the *e* before a suffix beginning with a consonant: *encourage, encouragement*. Exceptions: *acknowledgment, argument, duly, judgment, truly*.

9. Words ending in silent *e* generally omit the *e* before a suffix beginning with a vowel: *arrive, arrival*.

10. Words ending in soft *ce* or *ge* retain *e* before *able* and *ous*: *replaceable, courageous*.

### EXERCISE

To each of the following words add the suffix indicated, making any necessary changes in spelling.

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1. argue (ing)    | 9. hope (ing)     | 17. near (ness)    |
| 2. charge (able)  | 10. judge (ing)   | 18. please (ing)   |
| 3. come (ing)     | 11. keen (ness)   | 19. practical (ly) |
| 4. desire (able)  | 12. legal (ly)    | 20. sale (able)    |
| 5. develop (ment) | 13. level (ed)    | 21. service (able) |
| 6. dine (ing)     | 14. manage (able) | 22. type (ing)     |
| 7. enforce (able) | 15. mean (ness)   | 23. use (full)     |
| 8. final (ly)     | 16. move (ment)   | 24. usual (ly)     |

11. Words ending in *y* preceded by a consonant change *y* to *i* before a suffix, except when the suffix begins with *i*: *busy, business*. Exceptions: *carrying, hurrying, studying*.

12. Words ending in *y* preceded by a vowel usually keep the *y* before a suffix or before the letter *s*: *buy, buying, attorney, attorneys*. Exceptions: *daily, laid, paid, said*.

13. Words ending in *l* retain that letter before a suffix beginning with *l*: *accidental, accidentally*.

14. Prefixes and suffixes ending in *ll*, usually drop one *l* in combination: *already, wonderful*.

15. When a suffix beginning with a vowel is added to a word ending in *l*, American usage does not double the final *l*, but British usage does double the final *l*: American—*jeweler*; British—*jeweller*.

16. For words in *ei* and *ie*, a good rule to remember is the familiar rhyme, which can usually be followed.

*I before e*  
Except after *c*  
Or when sounded like *a*  
As in *neighbor* and *weigh*.

Note such exceptions as *counterfeit, foreign, forfeit, height*.

### EXERCISES

A. Write the following words, filling the spaces with *ie* or *ei* to give the correct spelling.

- |              |              |            |
|--------------|--------------|------------|
| 1. ach____ve | 4. gr____f   | 7. s____ze |
| 2. bel____ve | 5. rec____pt | 8. th____r |
| 3. ch____f   | 6. rec____ve | 9. y____ld |

B. Tell in class which word in each group is spelled correctly.

- |   |                                   |
|---|-----------------------------------|
| 1. accidental, accidentally                   | 11. coming, comming               |
| 2. <b>acknowledgment</b> ,<br>acknowledgement | 12. correspondence, corespondence |
| 3. across, acrost                             | 13. desirable, desireable         |
| 4. already, allready                          | 14. dissatisfy, disatisfy         |
| 5. auditer, auditor                           | 15. excusable, excuseable         |
| 6. begining, beginning                        | 16. heroes, heros                 |
| 7. business, busness                          | 17. immediately, immediatly       |
| 8. cancel, cancell                            | 18. ninety, ninty                 |
| 9. carefully, carfully                        | 19. profesion, profession         |
| 10. colum, column                             | 20. transferring, transfering     |

C. Keep in mind the rules for adding suffixes as you write the words called for below.

1. Add *y* to the following words to form adjectives, making such changes as are necessary (as *shine, shiny*): *risk, spice*.

2. Add *ous* to the following words to form adjectives, making such changes as are necessary (as *outrage, outrageous*): *advantage, courage, industry, mischief*.

3. Add *ly* to the following words to form adverbs, making such changes as are necessary (as *sincere, sincerely*): *accidental, busy, day, final, legal, like, occasional, real, sly, true, unusual, whole*.

D. Supply the missing letter or letters as you write each of the following words.

- |               |               |              |
|---------------|---------------|--------------|
| 1. apprais-l  | 4. cylind-r   | 7. perman-nt |
| 2. attend-nce | 5. illeg-ble  | 8. refer-nce |
| 3. carburet-r | 6. incred-ble | 9. sever-l   |

E. Using each of the words below, write the generally accepted form ending in *able* or *ible* (as *depend, dependable; divide, divisible*).

- |               |                |             |
|---------------|----------------|-------------|
| 1. appreciate | 8. distinguish | 15. peace   |
| 2. change     | 9. excuse      | 16. permit  |
| 3. charge     | 10. favor      | 17. receive |
| 4. contempt   | 11. force      | 18. reclaim |
| 5. cure       | 12. move       | 19. rely    |
| 6. desire     | 13. notice     | 20. sense   |
| 7. despise    | 14. pay        | 21. service |

F. In the following list, which word of each pair is correctly spelled? Write the correct form on your answer paper opposite the number of the pair.

- |                                 |                                    |
|---------------------------------|------------------------------------|
| 1. accommodate, accomodate      | 10. enforcment, enforcement        |
| 2. administrator, administrater | 11. finally, finaly                |
| 3. arguing, argueing            | 12. forseen, foreseen              |
| 4. buletin, bulletin            | 13. insolvensy, insolvency         |
| 5. carelessness, carlessness    | 14. likable, likeable              |
| 6. cariage, carriage            | 15. notoriety, notority            |
| 7. celebrate, celabrate         | 16. procede, proceed               |
| 8. compell, compell             | 17. superintendent, superintendant |
| 9. convience, convenience       | 18. untill, until                  |

**G.** In each of the following groups, one of the words is misspelled. In each case spell correctly on your answer paper the misspelled word.

- |                 |             |             |            |             |
|-----------------|-------------|-------------|------------|-------------|
| 1. across       | kimono      | kindle      | wory       | lieutenant  |
| 2. interruption | busiest     | positively  | wouldn't   | stomach     |
| 3. originally   | tendency    | stepfather  | omitting   | postponed   |
| 4. hustling     | liability   | kinsman     | hymn       | arested     |
| 5. intelligence | typhoid     | notefying   | leisure    | yacht       |
| 6. tuition      | initial     | enormus     | inferred   | whereabouts |
| 7. brilliant    | deny        | countenance | Latin      | asertain    |
| 8. cafeteria    | totally     | carnage     | awkward    | zephyr      |
| 9. fatal        | committees  | cordial     | predjudice | bachelor    |
| 10. feasible    | development | heros       | solemn     | crocheting  |

**H.** Be sure that you can spell correctly the following words, which often occur in business correspondence.

- |                   |                      |                   |
|-------------------|----------------------|-------------------|
| 1. accountant     | 23. dimension        | 45. illegible     |
| 2. acknowledgment | 24. disappearance    | 46. illegitimate  |
| 3. acquaintance   | 25. discrepancy      | 47. immediately   |
| 4. advertise      | 26. economize        | 48. incidentally  |
| 5. affidavit      | 27. efficiency       | 49. independent   |
| 6. annuity        | 28. eighth           | 50. legacy        |
| 7. apparatus      | 29. embarrass        | 51. license       |
| 8. appraisal      | 30. emphasize        | 52. miscellaneous |
| 9. appreciable    | 31. enterprise       | 53. morale        |
| 10. believe       | 32. exceed           | 54. mortgage      |
| 11. benefited     | 33. excellent        | 55. necessary     |
| 12. calendar      | 34. excusable        | 56. ninetieth     |
| 13. commission    | 35. foreclosure      | 57. notarize      |
| 14. conscientious | 36. forty            | 58. occasionally  |
| 15. contrivance   | 37. fourth           | 59. omission      |
| 16. controller    | 38. freight          | 60. opportunity   |
| 17. convenience   | 39. fulfill (fulfil) | 61. pamphlet      |
| 18. currency      | 40. grammar          | 62. pecuniary     |
| 19. customary     | 41. gratefully       | 63. personnel     |
| 20. debtor        | 42. guarantee        | 64. plaintiff     |
| 21. deficient     | 43. handicapped      | 65. practically   |
| 22. develop       | 44. hundredth        | 66. privilege     |

67. profited	79. remittance	90. supersede
68. promissory	80. remuneration	91. supervisor
69. pronunciation	81. repetition	92. syndicate
70. proprietor	82. resistance	93. tariff
71. psychological	83. responsible	94. tendency
72. pursuing	84. schedule	95. traceable
73. questionnaire	85. solicitor	96. typing
74. receipt	86. solvency	97. vacancy
75. recognize	87. subpoena	98. vacuum
76. recommendation	88. suing	99. valuable
77. referred	89. superfluous	100. warrant
78. relieve		

## SYLLABICATION FOR THE TYPIST

1. Do not divide a word if you can avoid doing so.
2. Do not divide monosyllables: *field*, *trend*.
3. Do not divide a word on a single letter or on two letters: *item* not *i-tem*, *only* not *on-ly*.
4. Divide between a prefix or a suffix (of more than one letter) and the word to which it is joined: *mis-interpret*, *acknowledg-ment*.
5. Do not divide such suffixes as the following: *cial*, *tial*, *sion*, *geous*, *tion*; *cru-cial*, *par-tial*, *commis-sion*, *advanta-geous*, *composi-tion*.
6. Do not divide words of four letters, or, if avoidable, those of five or six: *omen*, *value*, *dinner*.
7. In general, when a word contains double consonants, divide between the two consonants: *begin-ning*, *commit-tee*, *com-mit-tee*. This rule takes precedence over the rules for dividing after prefixes and before suffixes.
8. When two vowels come together but are sounded separately, divide them into separate syllables: *gene-a-logy*, *cre-a-tion*.
9. Unless it is absolutely necessary, do not divide proper nouns, especially the names of persons.

10. Do not separate such titles as Capt., Dr., Esq., Mr., Mrs., Rev., St., or abbreviations for degrees, from names to which they belong.

11. Do not separate initials preceding a name, or such combinations as 55 B.C., or 2:20 A.M.

12. Do not separate abbreviations that belong together: *Y.W.C.A., Lieut. Col.*

13. Do not separate figures at the end of a line: \$1,425.35.

14. Do not divide either part of a compound noun: *self-control, thirty-third*, except at the point of the hyphen.

15. Do not divide words at the ends of more than two consecutive lines.

16. Do not divide a word at the end of a paragraph or page if it is possible to avoid doing so.

17. When doubtful about the division of a word, one should consult a dictionary.

## PRONUNCIATION

### KEY TO PRONUNCIATION OF VOWEL SOUNDS

1. Marks of pronunciation. The most common marks are the macron (*nā-tion*); the breve (*nĕt*); the diaeresis (*zoölogy*); the dot (*ask*); the wave (*fĕrn*); the circumflex (*ûrn*); the cedilla (*façade*).

2. Most common vowel sounds:

ā as in āle  
 â as in senâte  
 ă as in ăm  
 á as in ásk  
 ą as in ąll  
 ǣ as in fǣther

ī as in īce  
 î as in îdea  
 ĭ as in pĭn  
 ō as in ōld  
 ô as in ôpen  
 ȝ as in ȝdd  
 ô as in ôrb

ē as in ēve  
 ĕ as in ĕnd  
 ê as in êvent  
 ě as in ěrn

ū as in ūse  
 û as in ûnite  
 ů as in ůp  
 ȳ as in rȳde  
 ȳ as in fȳll  
 ŭ as in ŭrn

## EXERCISES

A. The *a* sound in the following words often causes uncertainty or is given incorrectly. Even though you think you pronounce these words correctly, take time to check your pronunciation with that given in a reliable dictionary. If two pronunciations are given, note both.

- |              |             |               |
|--------------|-------------|---------------|
| 1. apparatus | 6. caramel  | 11. gratis    |
| 2. apricot   | 7. curator  | 12. khaki     |
| 3. aviation  | 8. data     | 13. radiator  |
| 4. bade      | 9. forbade  | 14. rationing |
| 5. bizarre   | 10. forward | 15. tomato    |

B. The *e* sound in the following words often causes uncertainty or is given incorrectly. Check your pronunciation with that given in a reliable dictionary. If two pronunciations are given, note both.

- |              |              |                |
|--------------|--------------|----------------|
| 1. bona fide | 9. encore    | 17. lever      |
| 2. cortege   | 10. ensemble | 18. penal      |
| 3. credence  | 11. envelope | 19. penalize   |
| 4. deaf      | 12. epitome  | 20. penalty    |
| 5. economics | 13. epoch    | 21. prelude    |
| 6. economize | 14. era      | 22. rendezvous |
| 7. egg       | 15. err      | 23. sergeant   |
| 8. egotism   | 16. finale   | 24. vice versa |

C. The *i* sound in the following words often causes uncertainty or is given incorrectly. Be sure that you pronounce each word correctly. If two pronunciations are given in the dictionary, note both.

- |              |                 |               |
|--------------|-----------------|---------------|
| 1. agile     | 5. chiroprapist | 9. financial  |
| 2. alias     | 6. direct       | 10. financier |
| 3. biennial  | 7. fiat         | 11. fragile   |
| 4. biography | 8. finance      | 12. heroine   |

- |               |                |                  |
|---------------|----------------|------------------|
| 13. infantile | 18. itinerary  | 23. profile      |
| 14. isolate   | 19. juvenile   | 24. quinine      |
| 15. isolation | 20. long-lived | 25. reptile      |
| 16. Italian   | 21. mercantile | 26. rinse        |
| 17. italics   | 22. mobile     | 27. simultaneous |

*D.* The *o*, *oo*, and *ou* sounds in the following words often cause uncertainty or are given incorrectly. Be sure you pronounce each word correctly. If two pronunciations are given in the dictionary, note both.

- |            |         |            |
|------------|---------|------------|
| 1. bouquet | 4. oral | 7. root    |
| 2. coffee  | 5. roof | 8. route   |
| 3. coupon  | 6. room | 9. zoology |

*E.* The *u* sound in the following words often causes uncertainty or is given incorrectly. Be sure you pronounce each word correctly. If two pronunciations are given in the dictionary, note both.

- |             |              |                   |
|-------------|--------------|-------------------|
| 1. alumnus  | 5. duplicate | 9. pronunciation  |
| 2. buffet   | 6. during    | 10. questionnaire |
| 3. culinary | 7. just      | 11. suite         |
| 4. due      | 8. mature    | 12. Tuesday       |

*F.* Pronounce these words aloud. Note that faulty pronunciation often causes incorrect spelling.

- |                  |                |                 |
|------------------|----------------|-----------------|
| 1. accuracy      | 7. disastrous  | 13. library     |
| 2. affidavit     | 8. February    | 14. luxury      |
| 3. athletics     | 9. hindrance   | 15. maintenance |
| 4. cleanliness   | 10. initiate   | 16. mischievous |
| 5. congratulated | 11. laboratory | 17. mobile      |
| 6. dilapidated   | 12. lavatory   | 18. remembrance |

*G.* Write the following words, dividing them into syllables and marking the accented syllable in each word. Note the words you have been in the habit of mispronouncing and say each one aloud **several times** until the correct pronunciation has become familiar to you.

- |                        |                   |                         |
|------------------------|-------------------|-------------------------|
| 1. absolutely          | 15. discourse     | 29. irreparable         |
| 2. address (n. and v.) | 16. distribute    | 30. irrevocable         |
| 3. adept               | 17. entire        | 31. magazine            |
| 4. admirable           | 18. equitable     | 32. mediocre            |
| 5. adult               | 19. exquisite     | 33. memorable           |
| 6. alias               | 20. extraordinary | 34. municipal           |
| 7. annex (n. and v.)   | 21. hospitable    | 35. orchestra           |
| 8. applicable          | 22. incognito     | 36. pianist             |
| 9. comparable          | 23. inestimable   | 37. positively          |
| 10. condolence         | 24. infallible    | 38. romance             |
| 11. decade             | 25. influence     | 39. superfluous         |
| 12. default            | 26. inquiry       | 40. suspect (n. and v.) |
| 13. deficit            | 27. insane        | 41. tribunal            |
| 14. dirigible          | 28. interesting   | 42. vagary              |

## THE MEANING OF WORDS

## EXERCISES

Tell what the following words mean. If you are in doubt, consult a dictionary.

- |                 |                                       |                |
|-----------------|---------------------------------------|----------------|
| 1. annuity      | 12. frank (as applied to a certain    | 22. probate    |
| 2. audit        | privilege)                            | 23. proxy      |
| 3. budget       | 13. glossary                          | 24. quire      |
| 4. bullion      | 14. gratuity                          | 25. remittance |
| 5. codicil      | 15. intestate                         | 26. solvent    |
| 6. corporation  | 16. inventory                         | 27. surety     |
| 7. copyright    | 17. larceny                           | 28. tariff     |
| 8. default      | 18. legacy                            | 29. tonnage    |
| 9. depreciation | 19. mortgage                          | 30. tort       |
| 10. dividends   | 20. payee                             | 31. voucher    |
| 11. facsimile   | 21. premium (as applied to insurance) | 32. waiver     |

**B.** Explain in class the difference in meaning between the two words in each of the following pairs and use each word correctly in a sentence.

- |                           |                         |
|---------------------------|-------------------------|
| 1. alternate, alternative | 4. effective, efficient |
| 2. authentic, genuine     | 5. evidence, testimony  |
| 3. consider, suppose      | 6. imply, infer         |

- |                       |                            |
|-----------------------|----------------------------|
| 7. fewer, less        | 9. observance, observation |
| 8. material, matériel | 10. per cent, percentage   |

C. Write the definition of ten of the following words and in each case compose a sentence illustrating the correct use of the word.

- |               |                 |                |
|---------------|-----------------|----------------|
| 1. adequate   | 11. duration    | 21. plaintiff  |
| 2. affixed    | 12. duress      | 22. prevalent  |
| 3. assessment | 13. entitle     | 23. promissory |
| 4. bilateral  | 14. facilitate  | 24. ratify     |
| 5. collateral | 15. fraudulent  | 25. resonant   |
| 6. concurrent | 16. incongruous | 26. stipulated |
| 7. consensus  | 17. indemnity   | 27. vendor     |
| 8. consignee  | 18. litigate    | 28. vitiate    |
| 9. conveyance | 19. negotiable  | 29. voidable   |
| 10. dower     | 20. onerous     | 30. warrant    |

D. Show that you know the meaning of ten of the following words by writing sentences in which they are used correctly.

- |                  |                  |                |
|------------------|------------------|----------------|
| 1. administrator | 7. cartage       | 13. option     |
| 2. affidavit     | 8. coalition     | 14. rebate     |
| 3. amortize      | 9. custodian     | 15. reciprocal |
| 4. annulment     | 10. embezzlement | 16. valid      |
| 5. appropriation | 11. equity       | 17. vested     |
| 6. beneficiary   | 12. intestate    | 18. void       |

E. Write the meaning of each prefix and stem as used in three of the following words, giving also the definition of each of the words in the light of its derivation.

- |                  |                  |                  |
|------------------|------------------|------------------|
| 1. antecedent    | 11. geography    | 21. progress     |
| 2. animosity     | 12. homicide     | 22. propeller    |
| 3. bisect        | 13. illegal      | 23. recurrent    |
| 4. chronological | 14. interrupt    | 24. retroactive  |
| 5. communication | 15. introduction | 25. stratosphere |
| 6. conductor     | 16. manufacture  | 26. synthetic    |
| 7. dialogue      | 17. mimeograph   | 27. transcribe   |
| 8. executioner   | 18. octogenarian | 28. translucent  |
| 9. expire        | 19. Pan-American | 29. uniformity   |
| 10. eradicated   | 20. prejudice    | 30. vocabulary   |

F. Select the word in each group that most nearly resembles in meaning the italicized word in the same line, and on your paper write it opposite the number of the italicized word.

1. *accrual* amount, addition, inventory, advantage, balance
2. *accumulate* pick, amass, lose, exonerate, donate
3. *affidavit* promise, suit, report, sworn declaration, statement
4. *appease* sooth, finish, delight, agree, destroy
5. *arbitrary* despotic, meek, straight, hidden, dark
6. *arraign* settle, arrange, assert, indict, delay
7. *autonomy* parliament, constitution, self-government, congress, history
8. *certify* secure, charge, depose, verify, witness
9. *chattel* law, land, property, suit, conversation
10. *coerce* compel, join, fight, estimate, hinder
11. *consensus* end, agreement, apology, gathering, opinion
12. *consignee* signer, shipper, one to whom something is shipped, collector, agent
13. *conspicuous* strong, open, prominent, solid, hard
14. *consummate* proved, guarded, faithful, perfect, high
15. *contingent* dependent, similar, constant, restrictive, real
16. *continuity* accessory, cessation, uninterrupted connection, agreement, contract
17. *converge* differ, accuse, grow, summon, approach
18. *corroborate* confirm, promise, claim, attest, witness
19. *criterion* standard, instrument, criticism, ambition, judgment
20. *finesse* accuracy, worry, skill, shrewdness, rapidity
21. *fluctuate* smooth, waver, decline, increase, temporize
22. *gratuity* pleasure, gift, virtue, advantage, gesture
23. *hazard* risk, ditch, disaster, puzzle, difference
24. *heterogeneous* hesitating, dissimilar, circular, scattered, uniform
25. *increment* mortgage, change, increase, affront, continuation
26. *indictment* crime, remark, composition, arraignment, testimony
27. *inscrutable* boundless, incomprehensible, infallible, excessive, artless
28. *insidious* harmless, ungrateful, judicious, long, treacherous
29. *intrinsic* forceful, essential, fearless, whole, trivial
30. *lien* inclination, claim, witness, charge, payment

31. <i>lucrative</i>	large, profitable, grasping, magnificent, translucent
32. <i>malignant</i>	virulent, threatening, discontented, intrepid, dark
33. <i>martinet</i>	incentive, strict disciplinarian, fowl, boat, wine
34. <i>nonchalant</i>	indifferent, luminous, new, poor, civil
35. <i>nullify</i>	touch, enlarge, reduce, annul, threaten
36. <i>ostensible</i>	apparent, bony, favorable, gloomy, different
37. <i>pertinent</i>	convincing, relevant, learned, absolute, insulting
38. <i>perpetuate</i>	make lasting, destroy, see, plant, bewilder
39. <i>placate</i>	appease, display, pause, draw, predict
40. <i>platitude</i>	applause, commonplace remark, plain, engraving, scheme
41. <i>poignant</i>	sharp, bitter, painful, distant, vague
42. <i>potent</i>	sweet, suitable, endurable, powerful, reverent
43. <i>precursor</i>	forerunner, convert, proxy, superintendent, partner
44. <i>propitious</i>	symmetrical, favorable, kind, threatening, intentional
45. <i>prosecute</i>	harass, torment, carry on, assert, accuse
46. <i>rectify</i>	meditate, correct, erase, decide, build
47. <i>retrench</i>	pay, reduce, punish, withdraw, support
48. <i>valid</i>	infirm, vain, contestable, just, unique

G. Look up the pronunciation and explain orally the meaning of the following foreign words and phrases that often occur in English.

1. chef-d'oeuvre	9. in medias res	17. mélange
2. comme il faut	10. in re	18. pièce de résistance
3. de facto	11. in toto	19. poste restante
4. éclat	12. ipso jure	20. sine qua non
5. élan	13. laissez faire	21. raison d'être
6. entente cordiale	14. lares et penates	22. status quo
7. fait accompli	15. lettre de change	23. tempus fugit
8. id est	16. lettre de créance	24. tout à fait

## THE PRONOUNCING GAZETTEER

### EXERCISES

A. Explain orally the kind of information found in this part of a dictionary.

B. Mention one dictionary in which geographical names are listed in a supplement such as a gazetteer and one in which they are included in the main part of the book.

C. Check your pronunciation of the following names with that of a standard dictionary.

- |                 |                 |                 |
|-----------------|-----------------|-----------------|
| 1. Arctic       | 8. Hawaii       | 15. St. Louis   |
| 2. Buenos Aires | 9. Los Angeles  | 16. Sioux City  |
| 3. Caribbean    | 10. Louisville  | 17. Terre Haute |
| 4. Cheyenne     | 11. Miami       | 18. Thames      |
| 5. Detroit      | 12. Milan       | 19. Tucson      |
| 6. Fiume        | 13. New Orleans | 20. Worcester   |
| 7. Gloucester   | 14. Puget Sound | 21. Yosemite    |

### SYNONYMS

A synonym is a word that is practically identical with another word in the same language, as *right* and *correct*. Since exact synonyms are almost never found, accuracy requires a knowledge of the shades of meaning and the commonly accepted use of words. For example, although *old*, *ancient*, *antique*, *aged* are synonyms, they cannot be used interchangeably.

### EXERCISE

A. Give two or more synonyms for each of the following words:

- |               |                     |                 |
|---------------|---------------------|-----------------|
| 1. absolute   | 15. control         | 29. equal       |
| 2. accomplish | 16. confess         | 30. error       |
| 3. accurate   | 17. curtail         | 31. especially  |
| 4. advice     | 18. danger          | 32. esteem      |
| 5. agreement  | 19. decide          | 33. estimate    |
| 6. announce   | 20. declare         | 34. explain     |
| 7. appoint    | 21. defraud         | 35. extravagant |
| 8. behavior   | 22. demand          | 36. famous      |
| 9. bill       | 23. disagree        | 37. fearful     |
| 10. capable   | 24. dispute         | 38. forbid      |
| 11. cautious  | 25. dissatisfaction | 39. foretell    |
| 12. chance    | 26. doubtful        | 40. fortunate   |
| 13. coarse    | 27. durable         | 41. fulfill     |
| 14. commodity | 28. endeavor        | 42. goods       |

43. grant	59. naïve	75. stratagem
44. grateful	60. notion	76. submit
45. gratify	61. nourish	77. tranquil
46. guiltless	62. occupation	78. trivial
47. imminent	63. optimistic	79. thrifty
48. indemnify	64. pacify	80. unfold
49. industrious	65. postpone	81. union
50. intercede	66. prompt	82. unique
51. intrinsic	67. qualified	83. usurp
52. judge	68. recompense	84. utility
53. justify	69. responsible	85. valor
54. laconic	70. resolve	86. vital
55. laudable	71. restrain	87. waive
56. lawful	72. sage	88. wander
57. merge	73. sanguine	89. waver
58. mollify	74. separate	90. zeal

### HOMONYMS

A homonym is a word similar to another in form or sound, but differing in meaning, as *hear*, *here*.

### EXERCISES

A. Write homonyms for each of the following words.

1. aloud	11. grate	21. sight
2. bad	12. hole	22. surge
3. cast	13. isle	23. their
4. coarse	14. male	24. threw
5. complement	15. mean	25. vain
6. cord	16. minor	26. way
7. die	17. plain	27. week
8. faint	18. rain	28. wrap
9. fair	19. rude	29. write
10. fourth	20. <del>soer</del>	30. yoke

B. Explain orally the difference in meaning between words in the following groups and use each word in a sentence that will illustrate its meaning: bail, bale; band, banned; berth, birth; core, corps; dying,

dyeing; formally, formerly; indict, indite; lessen, lesson; marshal, martial; rights, rites, writes; role, roll; staid, stayed; suite, sweet.

## EXERCISE

Write the following sentences, choosing in each case from the words above that particular group of sentences the correct word to supply in the blank space. If you are in doubt, consult a dictionary.

*accept      except*

1. Shall we \_\_\_\_\_ the minutes as read?
2. Most of the sales force will \_\_\_\_\_ the invitation.
3. All \_\_\_\_\_ the vice-president attended the meeting of the stockholders.

*adapt      adept*

1. A good traveler must be able to \_\_\_\_\_ himself to unusual and unexpected situations.
2. An \_\_\_\_\_ in science, the professor gladly devoted himself to research.

*admission      admittance*

1. Her \_\_\_\_\_ to the Manor Club seemed important to my aunt.
2. As he had no ticket, he could not gain \_\_\_\_\_ to the Motor Boat Show.

*addition      edition*

1. The first \_\_\_\_\_ displayed in the library aroused much enthusiasm.
2. An \_\_\_\_\_ to the high school must be built within the next few years.

*adherence      adherents*

1. The governor's \_\_\_\_\_ stood by him to a man.
2. \_\_\_\_\_ to any party should not be the result of chance.

*adverse      averse*

1. This state is \_\_\_\_\_ to child labor.
2. The critics of the principal are \_\_\_\_\_ to reelecting him.
3. \_\_\_\_\_ circumstances prevented his policies from being popular.
4. Publishers are not \_\_\_\_\_ to considering material or manuscripts from unknown authors.

*advice      advise*

1. The heirs accepted the \_\_\_\_\_ of the executors.
2. The trustees will \_\_\_\_\_ him how to invest the funds.
3. He asks \_\_\_\_\_ to solve every difficulty.

*affect effect affected effected*

1. Nothing like a movement such as the rebuilding of the slums has arisen to\_\_\_\_\_the rights in real property in more than 100 years.
2. The average real estate owner probably does not realize how slum clearance will\_\_\_\_\_him.
3. Last week a noted housing expert of Great Britain spoke of the \_\_\_\_\_of slums in terms of both social values and realty values.
4. Such training may have more\_\_\_\_\_than anything else.
5. The\_\_\_\_\_of such a course would be disastrous.
6. Developments this year may\_\_\_\_\_the destiny of commercial banks for the next ten or twenty years.
7. Consider how a constant increase in the value of real estate would \_\_\_\_\_rents.
8. If we are going to\_\_\_\_\_good English in our classes, we must use careful methods.
9. No adequate attempt may be made to appraise the possible\_\_\_\_\_of these various forces, but a brief summary may be helpful.
10. These new factors\_\_\_\_\_somewhat differently investors and trustees.
11. Like other commodities, silver was\_\_\_\_\_by the depreciation of the dollar following our going off gold.
12. We shall all be benefited if such a change is\_\_\_\_\_.
13. The\_\_\_\_\_of newspaper publicity is becoming apparent.
14. Everybody will be\_\_\_\_\_by such an amendment to the Constitution.
15. Changes have\_\_\_\_\_not alone government and finance, but industry.
16. The\_\_\_\_\_of such a change will be far-reaching.
17. The nation has been in the midst of a struggle for economic recovery that has\_\_\_\_\_most of us.

*aught naught ought*

1. Everyone\_\_\_\_\_to learn to spell ordinary words.
2. For\_\_\_\_\_I know, I may go to Europe in the spring.
3. Place\_\_\_\_\_after the five in the third line.

*canvas canvass*

1. The\_\_\_\_\_for the tent cost \$20.50.
2. Our salesmen will\_\_\_\_\_every house in the village.
3. Such a house-to-house\_\_\_\_\_should affect sales.

## *capital      capitol*

1. Among the exhibits of excellent work done by the art students is a dome of the \_\_\_\_\_ at Washington standing out against a background of an enormous American flag.

2. For this entire period of five months \_\_\_\_\_ issues totaled less than for the previous five months.

3. That private \_\_\_\_\_ was not available is a strong presumption.

4. New \_\_\_\_\_ issues during the year aggregated approximately \$150,000,000.

5. \_\_\_\_\_ and surplus remained unchanged.

6. The \_\_\_\_\_ of Connecticut is Hartford.

7. Recently large scale downward revisions of \_\_\_\_\_ were initiated.

8. \_\_\_\_\_ revisions were forced by Government authority.

## *council      counsel*

1. The lawyer unwillingly attended the \_\_\_\_\_.

2. The firm of Brown and Jones acted as \_\_\_\_\_ for the defendant.

3. Brown is regarded as one of the most distinguished members of the \_\_\_\_\_.

4. In such an emergency one should secure the best \_\_\_\_\_ and then follow it.

## *legal      legible*

1. Are you sure this contract is \_\_\_\_\_ in Vermont?

2. To our surprise, then, we found the writing of the manuscript to be \_\_\_\_\_.

## *legally      legibly*

1. "A person may be \_\_\_\_\_ incompetent to act for himself, yet he may lawfully act as agent for someone else."

2. Applications that are \_\_\_\_\_ written create a good impression.

## *lose      loose*

1. The child will \_\_\_\_\_ his toys if he leaves them on the sidewalk.

2. The wheel, becoming \_\_\_\_\_, rolled into the ditch.

3. It is unfortunate that the English language should be weakened by so much \_\_\_\_\_ usage.

4. If you are absent, you will \_\_\_\_\_ the most important part of the work.

## *majority      plurality*

1. The faith of the \_\_\_\_\_ of our people in our President is undoubted and is a splendid tribute to his sincerity, courage, and ability.

2. John Matthews received 45 votes in the last election and Joseph Harris 30; therefore, Matthews won by a \_\_\_\_\_ of five votes.

3. The \_\_\_\_\_ of financial leaders side definitely with the President's program.

*moral      morale*

1. Our \_\_\_\_\_ is stiffening, and our confidence is returning.

2. Columbia went into the game with a \_\_\_\_\_ higher than the rain clouds that swept over the Rose Bowl.

3. The revolution was a \_\_\_\_\_ as well as a political victory.

4. We \_\_\_\_\_ men fail to work together to get undesirable laws modified or repealed.

5. Crime waves are not new, so their prevalence need not be laid to the alleged decadence of \_\_\_\_\_ and social ideals of the present day.

*partake      participate*

1. Every member is asked to \_\_\_\_\_ in the games.

2. Those who \_\_\_\_\_ of the banquet must pay extra.

*passed      past*

1. For the \_\_\_\_\_ year Brazil has been getting a greater share of American travel.

2. We \_\_\_\_\_ through Savannah on the way to Washington.

3. The pupil \_\_\_\_\_ his French, algebra, and physics.

*persecute      prosecute*

1. The Lawyer threatened to \_\_\_\_\_ unless the case was settled immediately.

2. No one has a right to \_\_\_\_\_ another for his religious convictions.

*personal      personnel*

1. Henry is now \_\_\_\_\_ manager.

2. The \_\_\_\_\_ correspondence of the Governor is not to be opened.

3. He too often slighted his \_\_\_\_\_ affairs.

4. The \_\_\_\_\_ of the committee was carefully selected.

*precedence      precedent      precedents*

1. Columbia set a \_\_\_\_\_ that the year ahead in sports will find hard to match.

2. The vesting of such powers in one man might be a bad \_\_\_\_\_.

3. The question of \_\_\_\_\_ at official social affairs is often disputed.

4. The history of those years is full of bad \_\_\_\_\_.

5. There are many \_\_\_\_\_ for the dispatch of warships to Latin American countries in time of internal strife.

6. A good \_\_\_\_\_ was set when the administration put the city on a sound financial basis.

7. There is no official order of \_\_\_\_\_ in America.

8. There is ample \_\_\_\_\_ for permitting Mr. Holmes to accept the appointment.

*principal*      *principle*

1. It is a well-established \_\_\_\_\_ in insurance.

2. His \_\_\_\_\_ rival was John Baker.

3. This rule is based on the \_\_\_\_\_ that no one can serve two masters.

4. The \_\_\_\_\_ of the note became due on August 15.

5. The \_\_\_\_\_ reconsidered his opinion in regard to the merit system.

*stationary*      *stationery*

1. The posts are \_\_\_\_\_.

2. Personal letters should not be written on the firm's \_\_\_\_\_.

### ANTONYMS

An antonym is a word directly opposed in meaning to another word, as *good*, *bad*.

### EXERCISE

Write an antonym for each of the following words. Do not add the prefixes *un*, *non*, *dis* to the original words to form the antonyms.

- |                |               |                 |
|----------------|---------------|-----------------|
| 1. adequate    | 16. debase    | 31. frank       |
| 2. agreeable   | 17. debtor    | 32. frugal      |
| 3. altruism    | 18. deep      | 33. futile      |
| 4. amiable     | 19. default   | 34. future      |
| 5. asset       | 20. diligent  | 35. genuine     |
| 6. augment     | 21. disparage | 36. generous    |
| 7. benevolent  | 22. enemy     | 37. harass      |
| 8. brave       | 23. enlarge   | 38. heedless    |
| 9. censure     | 24. expand    | 39. hope        |
| 10. comedy     | 25. export    | 40. ignorant    |
| 11. competent  | 26. external  | 41. impartial   |
| 12. condone    | 27. fail      | 42. indolence   |
| 13. contradict | 28. fair      | 43. industrious |
| 14. courtesy   | 29. folly     | 44. inflation   |
| 15. credit     | 30. foreign   | 45. intolerant  |

- |               |                |               |
|---------------|----------------|---------------|
| 46. irritate  | 59. peace      | 72. success   |
| 47. knowledge | 60. plenty     | 73. successor |
| 48. large     | 61. possible   | 74. taciturn  |
| 49. latter    | 62. prompt     | 75. temporary |
| 50. low       | 63. prophecy   | 76. toil      |
| 51. maximum   | 64. purchase   | 77. trivial   |
| 52. near      | 65. real       | 78. truth     |
| 53. new       | 66. receive    | 79. unique    |
| 54. noise     | 67. recreation | 80. unite     |
| 55. objective | 68. respect    | 81. vacate    |
| 56. offend    | 69. sad        | 82. vigorous  |
| 57. oppress   | 70. sanity     | 83. wealth    |
| 58. optimist  | 71. scorn      | 84. wise      |

## DERIVATION OF WORDS

The derivation of a word is the tracing of its history and its development from its original elements.

## EXERCISE

Report orally on the derivation of five of the following words.

- |                  |                  |                   |
|------------------|------------------|-------------------|
| 1. agriculture   | 18. dictionary   | 35. oration       |
| 2. alphabet      | 19. education    | 36. orchestra     |
| 3. annuity       | 20. encyclopedia | 37. pamphlet      |
| 4. aquarium      | 21. essay        | 38. paper         |
| 5. archaeology   | 22. etymology    | 39. philosophy    |
| 6. astronomy     | 23. gazetteer    | 40. phonograph    |
| 7. atlas         | 24. geography    | 41. photography   |
| 8. automobile    | 25. geology      | 42. physiology    |
| 9. aviation      | 26. history      | 43. psychology    |
| 10. avocation    | 27. hygiene      | 44. radio         |
| 11. bacteria     | 28. library      | 45. refrigeration |
| 12. bibliography | 29. literature   | 46. science       |
| 13. biography    | 30. magazine     | 47. sociology     |
| 14. biology      | 31. manuscript   | 48. telegram      |
| 15. catalog      | 32. museum       | 49. telephone     |
| 16. comedy       | 33. nautical     | 50. telescope     |
| 17. criticism    | 34. office       | 51. theater       |

## ABBREVIATIONS

In letters and in literary matter abbreviations should be used sparingly; but in scientific and technical work, in routine business writing, such as tabulations and memoranda, they may prove valuable time savers. Lists in unabridged dictionaries and in the *Style Manual of the United States Government Printing Office* should be consulted for standard forms and correct capitalization.

**Capitalization of Abbreviations**

1. Abbreviations standing for words that would be written with capitals are capitalized: *Mass.*, *Tues.*, *U.S.N.*

2. Abbreviations standing for words not written with capitals are usually not capitalized: *ft.*, *gal.*, *sq. mi.* Through custom, however, certain words that belong in this group are capitalized: *IOU*, *SOS*, *SSW*, *P.O.*

3. Some common abbreviations may or may not be capitalized: *A.M.* or *a.m.*, *C.O.D.* or *c.o.d.*, *Jr.* or *jr.*, *O.K.* or *o.k.*, *P.M.* or *p.m.* *R.S.V.P.* or *r.s.v.p.*

**Plurals of Abbreviations**

1. Abbreviations, both capitalized and uncapitalized, usually form their plurals by adding *s* to the singular form: *C.P.A.s*, *Y.W.C.A.s*, *cks.*, *cts.*, *mos.*

2. Some abbreviations are the same for singular and plural: *ft.*, *bu.*, *in.*, *oz.*, *lb.*

3. Some abbreviations double the letter that represents the singular of the abbreviation to form the plural: *mss* (manuscripts), *pp.* (pages).

## OFFICIAL ABBREVIATIONS FOR STATES AND TERRITORIES

Ala.	Calif.	Conn.	D. C.
Ariz.	Colo.	Del.	Fla.

Ga.	Minn.	N. Y.	Tenn.
Ill.	Miss.	N. C.	Tex.
Ind.	Mo.	N. Dak.	Vt.
Kans.	Mont.	Okla.	Va.
Ky.	Nebr.	Oreg.	Wash.
La.	Nev.	Pa.	W. Va.
Md.	N. H.	R. I.	Wis.
Mass.	N. J.	S. C.	Wyo.
Mich.	N. Mex.	S. Dak.	

Idaho, Iowa, Maine, Ohio, and Utah should not be abbreviated.

### EXERCISES

A. Write the words for which the following abbreviations stand.

- |                  |             |            |            |
|------------------|-------------|------------|------------|
| 1. a/o           | 6. c.w.o.   | 11. ff.    | 16. Q.E.D. |
| 2. ad lib.       | 7. cwt.     | 12. i.e.   | 17. ult.   |
| 3. b/e or b.e.   | 8. e.g.     | 13. ibid.  | 18. viz.   |
| 4. c.i.f.        | 9. et al.   | 14. km.    | 19. wk.    |
| 5. ctg. or ctge. | 10. et seq. | 15. per se | 20. yd.    |

B. Write the abbreviations of the following words. If you are in doubt, consult a dictionary.

- |                                  |                         |
|----------------------------------|-------------------------|
| 1. account                       | 16. Fahrenheit          |
| 2. in the year of our Lord       | 17. free alongside ship |
| 3. advertisement                 | 18. horsepower          |
| 4. anonymous                     | 19. hundred             |
| 5. attention                     | 20. incorporated        |
| 6. attorney                      | 21. in regard to        |
| 7. avoirdupois                   | 22. kilogram            |
| 8. barrel                        | 23. manager             |
| 9. bushel                        | 24. manufacturing       |
| 10. cost and freight             | 25. manuscript          |
| 11. cost, freight, and insurance | 26. manuscripts         |
| 12. centigrade                   | 27. memorandum          |
| 13. compare                      | 28. rural free delivery |
| 14. discount                     | 29. superintendent      |
| 15. and so forth                 | 30. thousand            |

C. Write the degrees for which the following letters stand. If you are in doubt, consult a dictionary.

- |                        |             |           |           |
|------------------------|-------------|-----------|-----------|
| 1. A.B. <i>or</i> B.A. | 4. B. Litt. | 7. C.P.A. | 9. LL.D.  |
| 2. A.M. <i>or</i> M.A. | 5. B.S.     | 8. D.D.   | 10. Ph.D. |
| 3. B.L.                | 6. C.E.     |           |           |

## BIOGRAPHICAL DATA

### EXERCISES

Imagine that you have been requested for brief biographical information about the noted persons listed below. Consult a dictionary, preferably an unabridged edition, to supply the data asked for in the following exercises.

A. Write the pronunciation of five of the following names.

- |                 |                |                 |
|-----------------|----------------|-----------------|
| 1. Alcott       | 9. Maugham     | 17. Putnam      |
| 2. Beethoven    | 10. Mussolini  | 18. Raleigh     |
| 3. Botticelli   | 11. Nietzsche  | 19. Roosevelt   |
| 4. Brandeis     | 12. Nobel      | 20. Schuyler    |
| 5. Carnegie     | 13. Paderewski | 21. Strachey    |
| 6. Genghis Khan | 14. Peary      | 22. Tchaikovsky |
| 7. La Farge     | 15. Pepys      | 23. Velasquez   |
| 8. Leicester    | 16. Puccini    | 24. Warwick     |

B. State why five of the following persons are famous.

- |             |                  |               |
|-------------|------------------|---------------|
| 1. Disraeli | 6. Hugo          | 11. Morse     |
| 2. Everett  | 7. Ibsen         | 12. Nelson    |
| 3. Fulton   | 8. Joliet        | 13. Pasteur   |
| 4. Gompers  | 9. Kreisler      | 14. Rhodes    |
| 5. Grenfell | 10. Lloyd George | 15. Steinmetz |

C. Write the Christian name or names of five of the following noted persons.

- |             |                |             |
|-------------|----------------|-------------|
| 1. Frost    | 5. Maeterlinck | 9. Pulitzer |
| 2. Goodyear | 6. Mencken     | 10. Rivera  |
| 3. Hearn    | 7. Millay      | 11. Rodin   |
| 4. Leacock  | 8. Morgenthau  | 12. Root    |

## CHAPTER XIV

### Sources of Information

**O**NE of the most important assets of anyone in business is the ability to find information that is needed. While the public library and the librarians there are always at the service of the secretary, she should be able to find many facts independently. A well-appointed office should provide a few books of reference with which the secretary should become well acquainted. But besides these, a knowledge of some important tools that may be found in public libraries would make any office worker much more valuable.

In an earlier chapter is given a detailed description of the greatest reference book in the world, the dictionary. In this chapter, some of the other useful manuals will be cited.

**Encyclopedias.** The outstanding encyclopedias are: *Encyclopaedia Britannica*; *Encyclopedia Americana*; *New International Encyclopaedia*; *Columbia Encyclopedia*.

*The Encyclopaedia Britannica*, 14th ed. New York, *Encyclopaedia Britannica*, 24 vols. This is a very scholarly set containing lengthy articles, many of them by outstanding specialists. It was originally published in England and still has more complete treatment of subjects relating to Great Britain than of those relating to America. The last volume of this set contains an index, which must be used to find all the information on a subject.

*The Encyclopedia Americana*, 1942 ed. New York, Americana Corporation, 30 vols. This set is especially strong on scientific and technical articles and provides a good source of information on biography and history.

*The New International Encyclopaedia*. New York, Funk & Wagnalls, 25 vols. This encyclopedia also is valuable for general reference work.

*The Columbia Encyclopedia*. New York, Columbia University Press. This is a one-volume encyclopedia, which presents a great amount of up-to-date information in brief entries. In any office that can afford to buy such a book it will prove very useful for the verification of many facts.

**Directories.** *City Directories*. Although a business office would usually buy the city directory of the locality in which it is situated, few organizations would find it possible to collect files of these books for other cities because it would involve considerable expense and because they may usually be found in the public library or in the Chamber of Commerce. These books are, of course, the obvious source for checking the correct street addresses of correspondents. They may also prove to be important in establishing residence claims, in determining credit information, in establishing data in connection with citizenship, in finding the correct form of the name of business houses and the names of partners or officers. They often supply information about local transportation systems and about clubs, museums, and other private and public institutions.

*Telephone Directories*. While the use of a telephone directory may seem simple, there are several points with which everyone should familiarize himself in order that he may readily find the information sought for. One source of trouble in finding a name is that it may be spelled in

several ways. *Read*, for example, is also spelled *Reade*, *Reid*, *Ried*, *Reed*; therefore, it is often necessary to consider all possible spellings in looking up this name. In a telephone directory names beginning with *Mac* and *Mc* are not listed together as they are in many filing systems, but are separated, those beginning with *Mac* grouped first and sometimes preceding by several pages those beginning with *Mc*. The name of a firm may also be difficult to find because the initials may follow the name of the company, as *Wilson, H. W. Co.*, or they may precede the name, as *C. B. Frank Agency*. It is necessary to understand that the departments of the Federal Government are listed under United States, and those of states and cities under the name of state or city.

*Classified Telephone Directories.* In a classified telephone directory, persons, firms, or corporations are grouped with respect to the specific business or profession to which they belong. In case there is no mailing list available for any special occupation, the classified telephone may be used as the foundation of such a list.

*Trade and Professional Directories.* These guides are published for practically every important business or profession. Although an organization may not find it advisable to purchase other directories than the one relating to its particular field, the secretary should be aware that similar information is available for other lines. A few of the well-known books of this type are listed below:

American Booktrade Directory

American Medical Directory

Kelly's Directory of Merchants. Manufacturers and  
Shippers of the World

Martindale-Hubbell Law Directory

Official Hotel Red Book and Directory

Polk's Bankers Encyclopedia

Poor's Register of Directors and Executives of the United States and Canada

Thomas' Wholesale Grocery and Kindred Trades Register

World Petroleum Directory

*The Social Register.* This publication is issued annually for many of the large cities of the United States. Each volume gives practically the same kind of information concerning the prominent families of its own city—names of members of the family, with ages of children, colleges attended by them, notices of marriages and deaths of the year, clubs to which families belong.

**Financial Services.** There are several companies issuing monthly bulletins and annuals that set forth the financial standing of corporations, banks, and finance companies and furnish information on market conditions, stocks, and bonds. Through these publications one may trace the expansion or the decline of corporations, trends in financing, and other factors of interest. It is probable that at least one of these services will be subscribed to by a library in a manufacturing or financial community, and the secretary should familiarize herself with the scope and use of the one or ones available. The following are well-known publishers of these manuals:

Fitch Publishing Company, New York

Moody's Investors Service, New York

Standard Statistics Company, New York

Dun & Bradstreet, New York (The publications of this firm are available for its subscribers only and are not open to the public in general.)

**Biographical Aids.** *Who's Who in America.* Chicago, A. N. Marquis Company. Published every two years, this work contains brief facts about almost every outstanding person in the United States living at the time of publication. There is also a geographical index, which lists under the heading of cities and states the notable persons belonging to these parts of the country whose lives are found in *Who's Who in America*.

*Who's Who.* New York, The Macmillan Company. Published annually. A biographical dictionary of outstanding British persons living at the time of publication.

*Dictionary of National Biography.* New York, Oxford University Press, 22 vols. This is the great dictionary of biography of the British Empire, containing reliable and scholarly articles on all noteworthy inhabitants of the British Isles, the dominions, and the colonies, exclusive of living persons.

*Dictionary of American Biography.* New York, Charles Scribner's Sons, 20 vols. This work consists of biographies of noteworthy Americans, no longer living, from the early period up through the first quarter of the twentieth century.

### **Aids to English Usage**

Crabb, George. *Crabb's English Synonymes.* New York, Harper & Brothers. An alphabetic list explaining and differentiating between words in a group, this is an excellent handbook for a secretary who wishes to repeat a thought in a different mode of expression.

Fowler, Henry Watson. *A Dictionary of Modern English Usage.* New York, Oxford University Press. This work consists of an alphabetic list of words and phrases accom-

panied by brief explanations of their correct use and by quotations that illustrate the various points.

Opdycke, John Baker. *Don't Say It; a Cyclopedia of English Use and Abuse*. New York, Funk & Wagnalls Company.

Webster, Noah. *Dictionary of Synonyms*. Springfield, G. & C. Merriam Company. This dictionary provides comparisons between groups of words and lists analogous words, antonyms, and contrasting words. The studies are illustrated by quotations.

**Style Books.** These manuals, issued by newspapers, by universities, and by departments of the Government, furnish the standards set for the publications of these organizations. They are useful in settling disputed points of usage such as punctuation, hyphens, italics, and other technical matters. The following are well-known books in this field:

Chicago. University Press. *Manual of Style*. Chicago, University of Chicago Press. A standard manual of typographical rules that govern the publications of this press.

United States. Department of State. *Style Manual of the Department of State*. Washington, Government Printing Office. Instructions for office procedure; proper forms of address, salutations, and complimentary close to be used for United States, foreign, and ecclesiastical dignitaries; typographic style and rhetoric style; general information on the Federal, state, county, and municipal governments; American foreign service; alphabetical lists of foreign countries with their official names, capitals, forms of government, rulers; sample form letters, notes, proclamations, executive and departmental orders and messages.

United States. Government Printing Office, *Style Manual*. Washington, Government Printing Office. Topics treated

in this manual concern the style and form that govern the publications of the Government, including rules for spelling, form of writing numerals, symbols, date marks, italics, tabulation work, and similar points.

**United States Government Publications.** Many excellent manuals and bulletins are issued by the Government. An easy method of finding those of use in any particular office is through the price lists issued free by the Superintendent of Documents in Washington. Some of these are as follows:

Price List 28. Finance, Banking, Securities, Loans.

Price List 33. Labor, Child Labor, Women Workers, Workmen's Insurance and Compensation.

Price List 59. Interstate Commerce and the Federal Communications Commission.

Price List 62. Commerce and Manufacture.

A few outstanding publications are listed below. They are all sold by the Superintendent of Documents in Washington.

*Official Congressional Directory.* A new edition of this handbook is issued for each Congress, giving names and short biographies of members of Congress, committees, names of diplomatic and consular officers of the United States, maps of Congressional districts, etc.

United States. Bureau of Foreign and Domestic Commerce. *Statistical Abstract of the United States.* An annual publication, containing a great many statistics about commerce, manufactures, mining, population, agriculture, etc., of the United States. Many of these statistics are given for ten or twenty years.

United States Bureau of Foreign and Domestic Commerce. *Consumer Market Data Handbook.* (Domestic com-

merce series No. 102.) A breakdown by "states, counties, and, where possible, by all cities and towns which in 1930 had a population of 2,500 or more" includes a total of 82 statistical series arranged in the following five groups: population and dwellings; volume and type of business and industry; employment and pay rolls; retail distribution by kinds of business; and related indicators of consumer purchasing power.

United States. Bureau of Foreign and Domestic Commerce. *Trade and Professional Associations of the United States*. 1942. An alphabetic list of names, size, executives and activities of 2,800 associations in the fields of food, machinery, foreign trade, and similar groups, indexed under cities and under commodities and secretaries.

United States. Office of Government Reports. *United States Government Manual*. An up-to-date handbook, published three times a year. It lists and describes all the departments and agencies of the United States Government and is, therefore, very useful in looking up the correct name of any bureau, or in finding out the proper department to which to apply for any information needed.

United States. Post Office Department. *United States Official Postal Guide*. An annual publication giving full information on the mail service of the United States and, in a separate volume, on foreign mail service. In the part devoted to the United States are lists of post offices in alphabetical arrangement, also lists by states and counties, classified lists of offices with salaries of postmasters, and rates of all varieties of postage.

**Additional Reference Aids.** *Reader's Guide to Periodical Literature*. New York, The H. W. Wilson Company. A semimonthly publication, this is an important index

through which to find the most up-to-date information that has appeared in about one hundred magazines. For instance, here may be found an article indexed under the name of the author, under the subject of which it treats, and sometimes under the title. Because the entries are very much condensed, the person who looks up the information must learn to understand the abbreviations used.

### *Example*

#### ENCYCLOPÆDIA Britannica

Thirty-two million-word classic. W. A. Lydgate. Sat R Lit 25:3-4+ My 2 '42; Same abr. with title Britannica. Read Digest 40: 95-8 Je '42

This entry discloses the fact that an article on the *Britannica Encyclopaedia*, written by W. A. Lydgate, appeared in the *Saturday Review of Literature*, volume 25, pages 3-4 and in other pages in that number of the periodical. The same article appeared in an abridged form, with the title *Britannica* in *The Reader's Digest*, volume 40, pages 95-98, for June 1942.

*The World Almanac.* This almanac is published annually by the *New York World-Telegram*. It probably presents the greatest compilation of statistics and useful information contained in one small volume. In it can be found the names of members of the Supreme Court and of members of the Cabinet, the population, area, military strength, exports of the countries of the world, election returns of states of the United States, etc. This book must be used through the index, which is placed at the front of the book.

*Statesman's Yearbook.* New York, The Macmillan Company. This publication is a source of information about the governments of the world, rulers, constitutions, area,

population, religion, instruction, justice, finance, money, credit, weights and measures, diplomatic representatives, etc.

*United States Catalog and Cumulative Book Index.* New York, The H. W. Wilson Company. Authors, titles, publishers, and prices of books published in the English language since 1928 are included here. *The United States Catalog* gives this information for books in print in the United States in January 1928. It is supplemented by *The Cumulative Book Index*, published monthly. Since 1930 this catalog has listed all books in the English language published in the United States and in other countries (England, Canada, Australia, India, etc.).

*New York Times Index.* This index lists by date, page, and column, the news items, book reviews, and other facts appearing in *The New York Times*. It serves not only as a guide to this newspaper, but also to current events in general.

**Atlases, Maps, and Gazetteers.** An atlas is a very useful reference book to have on hand. Many maps will be found in the encyclopedias mentioned in this chapter, and the gazetteer section in *Webster's Unabridged Dictionary* will supply data on location, population, capital cities, etc., for several thousand places. Two good atlases are: *Goode's School Atlas*. New York, Rand McNally & Company, 1939; and *Encyclopaedia Britannica World Atlas*. Encyclopaedia Britannica, Inc., 1942.

#### EXERCISE

1. If you needed a telephone number and could not find the name you were looking for in the regular telephone directory, what other source would you consult to obtain this information?

2. What use would a secretary make of a book of synonyms?

3. Name one source in which you would find many illustrations of different styles of type.
4. What uses would a secretary make of the United States Postal Guide?
5. Where would you look to find the price of a book published about six months ago?
6. What source would you consult to find the month in which a periodical article you were searching for was published?
7. What would be one very accessible source in which to find the names of members of the Supreme Court?
8. What would be a good source of information for checking the area and the population of Canada?
9. Where would you look to find the correct name of a recently established government bureau and the date when it was set up?
10. Where would you look to find the full name of a doctor living in a city for which you do not have a city directory or a telephone directory?
11. Where would you look to find the clubs to which the head of a prominent New York family belongs?
12. Name one source in which you would look to find the date of the founding of a corporation and the bonds issued by it.

#### THE CARD CATALOG

Since the secretary will often have to use a library to find the information she needs, it is necessary for her to know how to use library facilities efficiently. If she wishes to find independently the information desired, a knowledge of the card catalog is essential.

The cards on page 295, reproduced from two made by the Library of Congress in Washington, are examples of the form followed by many libraries.

In addition to appearing on these author cards, the books will be represented in the card catalog under subjects. The book on card *A*, for example, will appear also under the subjects *Secretaries*, *Private* and *Letter-writing*; that on card *B* will appear also under the subject *Letter-writing*.

## 651.74 Taintor, Sarah Augusta.

The secretary's handbook; a manual of correct usage, by Sarah Augusta Taintor . . . and Kate M. Monroe . . . 6th ed., completely rev. New York, The Macmillan company, 1941.

xiv p., 1 l., 540 p. illus. 21<sup>cm</sup>.

Includes bibliographies.

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A

## 395 Taintor, Sarah Augusta.

The handbook of social correspondence; notes, letters, and announcements for various occasions, by Sarah Augusta Taintor and Kate M. Monroe. New York, The Macmillan company, 1936.

vii p., 2 l., 3-307 p. illus. 21<sup>cm</sup>.

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B

The number 651.74 at the upper left-hand corner is the Dewey decimal number given to this book by the Library of Congress. This same number is written on the back of the book itself, which is then placed on the shelf according to this numbering.

In a library where readers are allowed to go to the shelves, it is a great advantage to know what these numbers mean. The following is an outline of the classes of the Dewey decimal system with which the user of a library should familiarize himself.

**The Dewey Decimal System.** The Dewey Decimal scheme has ten main classes. Each of these classes is divided into smaller divisions, so that every book in the largest library can be classified.

The main classes and the numbers used for books with these classes are as follows:

- 000 to 099 General works—encyclopedias, etc.
- 100 to 199 Philosophy and psychology
- 200 to 299 Religion and mythology
- 300 to 399 Sociology, education, government, commerce
- 400 to 499 Languages
- 500 to 599 Science
- 600 to 699 Useful arts—business, cooking, sewing, engineering, etc.
- 700 to 799 Fine arts—music, painting, sculpture, etc.
- 800 to 899 Literature
- 900 to 999 History, geography, biography, travel, etc.

*Fiction.* Sometimes *F* is used instead of the Dewey decimal numbers 813 (American fiction), 823 (English fiction), 833, etc. The books marked *F* are arranged alphabetically by authors. Very often, however, no class mark at all is given to fiction. Then the books are simply arranged on the shelves according to the authors' names.

Each of the main classes is again divided into ten groups and these groups may be subdivided by decimal fractions as far as is necessary. Some of the subdivisions of the 600 class, in which the majority of business books are classified are shown below:

650	Business
650.7	Business education
651	Office management and equipment
651.5	Filing, indexing
651.7	Commercial correspondence
651.74	Secretaries
652	Typewriting
655	Printing
655.25	Style manuals for printers
657	Bookkeeping, Accounting
658	Business methods
658.1	Corporation finance
658.3	Employment management
658.8	Selling
659.1	Advertising

### EXERCISES

A. The following names are those of authors of recommended books on business topics. Rewrite the list, arranging them alphabetically in the order in which they would occur in a card catalog.

Opdycke, John Baker	Hoagland, Henry Elmer
Weseen, Maurice Harley	Bingham, Walter Van Dyke
Faunce, Frances Avery	Taussig, Frank William
Nichols, Frederick George	Owens, Richard Norman
Hutchinson, Lois Irene	Montgomery, Robert Hiester
Maule, Frances	Beckman, R. O.
Brown, Harold Sigler	Brown, Lyndon O.
Weeks, Bertha M.	Brisco, Morris Arthur
Burd, Henry Alfred	Goode, Kenneth Mackarness
Lockley, Lawrence Campbell	Hall, Samuel Roland
Clapp, John Mantle	Williams, J. H.

Butterfield, William Henry  
Kimball, Dexter Simpson  
Donaldson, Elvin Frank  
Gerstenberg, Charles William  
Dewing, Arthur Stone

Turner, Bernice C.  
Taintor, Sarah Augusta  
McClelland, Frank Clark  
Benge, Eugene Jackson  
MacDonald, John Haskell

**B. Report orally on the review topics given below.**

1. Name the parts of a book.
2. Bring to class a copy of all the material found on the first four or five lines of a library card in a card catalog in the public library. Explain what each item means.
3. Examine *Rand McNally World Atlas* or *Goode's School Atlas* and give an explanation of the material contained in either book.
4. Examine a recent copy of *Who's Who* and copy the information found about two people.
5. Examine a recent copy of *Who's Who in America* and copy the information found about two people.
6. Bring a copy of the *World Almanac* to class and explain the most efficient way to use the book. Illustrate this by the discussion of several examples.
7. Discuss the importance of the library to business men and women. Give several examples to show that business people would often save time, effort, and money by consulting a library.
8. Examine an encyclopedia and report on an article that should be of interest to the class. Compare the information with that found in another encyclopedia.
9. Name two ways in which *The New York Times Index* might prove to be of value to the secretary.
10. Bring to class a reference book mentioned in this chapter. Explain its use and purpose. Illustrate your answer by definite references to sections of the book.

### COMPILING A BIBLIOGRAPHY

A bibliography is a list of books or parts of books, pamphlets or periodicals by a given author or about a given subject.

Bibliographies that secretaries may be called upon to compile will generally be lists of books on a subject. The most practical way to compile the list of books and periodical articles on a subject is to write on a separate slip of paper each author's name, with the title of the book or article, the place of publication, the publisher, the date and any notes that may be added relating to this particular entry. When the list is ready to be put in order, these slips may be arranged by author, date, or divisions of the subject.

Bibliographies differ in form and also in the amount of information listed. The following rules are generally acceptable:

**Author.** Author's last name followed by initials if he has two Christian names, or by full name if he has only one Christian name.

*Examples:* Opdycke, J. B.  
Garland, Hamlin

If there are two or three authors, list them, but if there are more than three, the words *and others* may be used after the first name given on the title page.

*Examples:* Cairns, Huntington; Tate, Allen, and Van Doren, Mark;  
Elwell, F. H., and others

If a book consists of a collection of articles by different authors, the name of the compiler given on the title page should be used as an author.

*Example:* Sheridan, Charles, ed.

**Titles.** Titles of books or articles should be copied accurately.

**Editions.** If an edition is mentioned on the title page of the book you are using, it should be given in your bibliography. An abbreviated form may be used.

*Example:* 4th ed., rev.

**Place and Publisher.** The place may be abbreviated if it can be made perfectly clear in this form. The publisher's name should, in general, be listed as it appears on the title page, though it may be abbreviated in a bibliography that will not be published.

*Examples:* N. Y., Macmillan  
New York, The Macmillan Company

**Paging.** The number of pages in the book may be given, though it is not always necessary. If a work is in more than one volume, the number of volumes takes the place of paging.

**Magazine Articles.** In citing articles from periodicals, the author's name and the title of the article should be followed by the name of the periodical, the volume number, and date of publication.

### EXERCISE

Suppose an employer should ask his secretary to find **concise facts** about the following matters; where would she find the required information? Mention at least one source for each.

1. The derivation of the word *bankrupt*
2. The history of commerce
3. The title of a book by Edward Sherwood Mead on a **business** subject
4. The pronunciation of the word *coupon*
5. The names of clubs to which the Vice-president belongs
6. The population of Minneapolis
7. A list of summer camps for boys
8. The meaning of the word *filibuster*

9. The date of birth of the President of the United States
10. Two books on filing
11. The names of the judges of the Supreme Court
12. The states that still have capital punishment
13. A list of books or articles written by the present Secretary of Agriculture or the Secretary of the Treasury
14. The author of *Personal Letters in Business*
15. A magazine article on athletes
16. A list of marine disasters in 1915
17. A list of great inventions, names of inventors, and dates of inventions
18. The touring distance between Chicago and Harrisburg
19. The distance by water between Boston and Baltimore
20. The text of the Constitution
21. Name of the Secretary of War in 1865, in 1914, in 1943
22. A brief sketch of Winston Churchill
23. A brief sketch of the life of the President of the United States
24. A sketch of the life of Theodore Roosevelt
25. A list of books published by John Buchan since 1931
26. A brief biography of your representative in Congress
27. World production of rubber from 1939 to date
28. The constitution, government, diplomatic, and consular representatives of Liberia
29. Statistics of the foreign trade of the United States for 1934 to date
30. Maps of congressional districts



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